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ABSTRACT

This guide for Kansas school administrators will provide a method by which positive safety and emergency planning can be effected. Safety and emergency planning are those efforts by school administrators, teachers, and other staff personnel to provide for a total environment of protection. State, county, and local governmental agencies should unite efforts to provide a positive atmosphere of safebeing, and the school community, with all its complexities, should be aware of its role in the total planning effort. This guide is intended to provide school administrators with a means by which they can develop positive attitudes of readiness with consideration given to the total involvement of all students, staff, and administration in the development of a comprehensive planning program. The various segments of this guide provide the means to initiate this action. Three appendixes provide organizational charts; examples of emergency disaster planning; and sample tornado reports, forms, and charts. (Author/EA)

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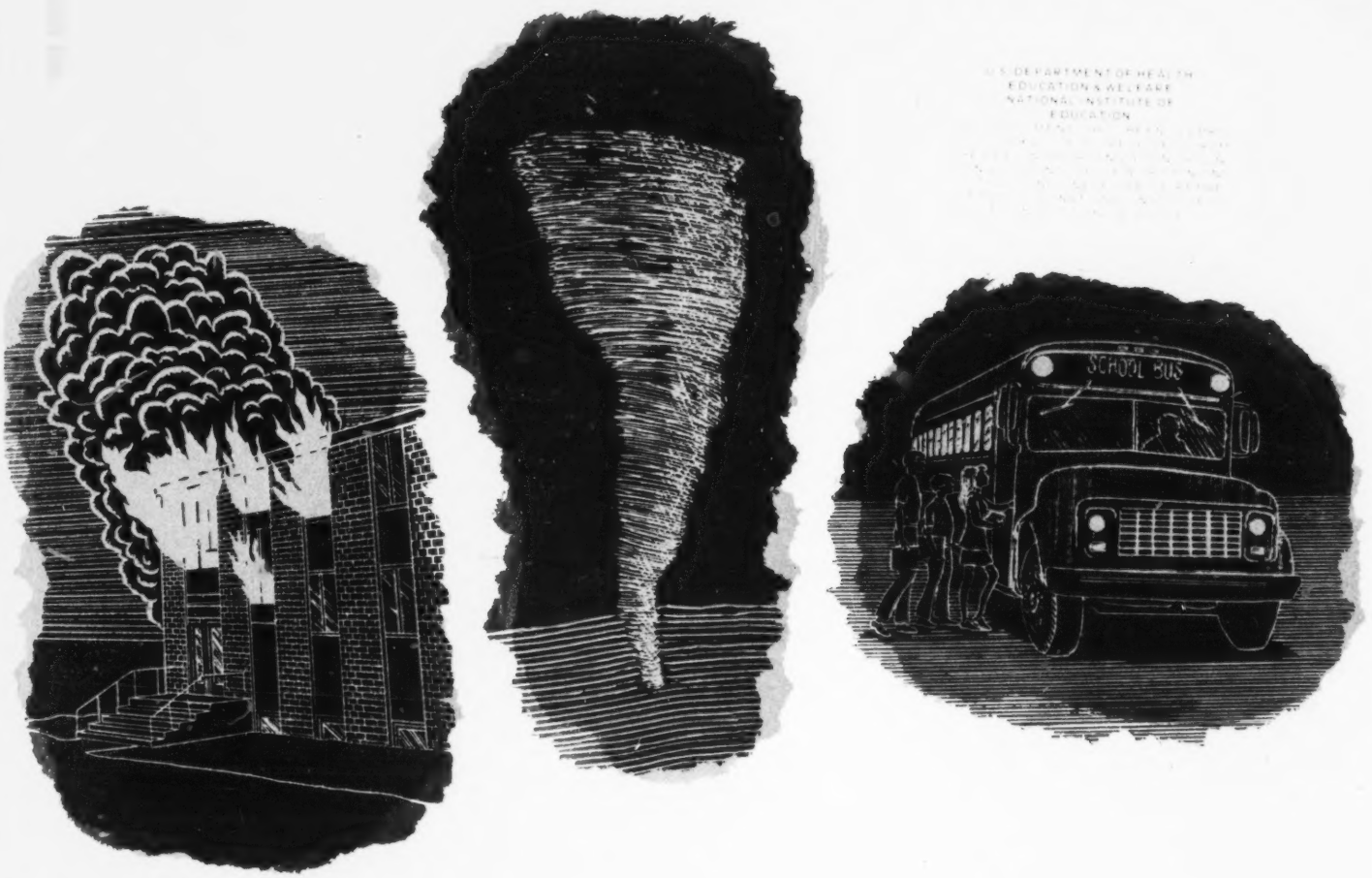
DISASTER PLANNING GUIDE



U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

for school administrators

EA 005 543

Kansas State Department of Education
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PREFACE

School disaster preparedness covers a wide range of responsibilities for administrators. The concern for the complete safety of staff and students should be communicated through a comprehensive planning model which covers all contingencies. The effect of this guide will be measured in the ability of Kansas schools to adopt effective planning programs through the use of this document. The cooperative integration of local, county, and district-wide planning will provide the opportunity for all citizens to be protected in the event of emergencies that may arise.

C. T. Whittier
Commissioner of Education

1973

INTRODUCTION

The State Department of Education, in cooperation with Kansas State Teachers College at Emporia, Central Missouri State University at Warrensburg, Missouri, and a specially selected committee of Kansas educators, has developed this guide for Kansas school administrators. The guide will provide school administrators with a method by which positive safety and emergency planning can be effected. Safety and emergency planning are those efforts by school administrators, teachers, and other staff personnel to provide for a total environment of protection. This protection is an umbrella surrounding daily activities and procedures designed to meet any contingency where the element of danger may exist.

State, county, and local governmental agencies unite efforts to provide a positive atmosphere of safe being. The school community with all its complexities should be aware of role in the total planning effort. It is the intention of this guide to provide school administrators with a means by which they can develop positive attitudes of readiness. Consideration should be given to the total involvement of all students, staff, and administration in the development of a comprehensive planning program. The various segments of this guide provide the means to initiate this action.

The Kansas State Department of Education is very grateful to those educators whose gracious and valuable effort and time were so diligently directed toward this guide. A special vote of appreciation goes to the Defense Civil Preparedness Agency, Governor John Davis, Director, for its support and assistance in bringing this guide to Kansas educators.

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Section I

RESPONSIBILITIES FOR EMERGENCY PREPAREDNESS PLANNING

State Department of Education

1. Prepares and distributes recommended guides and materials for all phases of a school safety planning program.
2. Provides specialized consultative services as needed.
3. Recommends and prepares legislative proposals for adequate implementation and operation of school safety planning programs at the district and state level.
4. Administers and disperses state and federal funds when appropriated for school safety planning programs.

Local Board of Education

1. Develops a policy statement regarding school safety planning.
2. Selects and appoints an advisory committee of knowledgable professionals from a cross-section of the school and community.
3. Is aware of and considers emergency/disaster planning when reviewing school construction specifications.
4. Establishes policies related to school personnel responsibilities.
5. Complies with competent legal advice concerning the status of school personnel and school property in time of emergencies, drills and exercises.

Superintendent of Schools

1. Is responsible for overall administration, budgeting, program organization, assignment of personnel, and updating of the school safety planning program.

2. Implements a basic operational accident reporting system to establish data for improvement of administrative, instructional, and protective measures.
3. Appoints a staff member to act as Director of Safety.
4. Stimulates continued interest in the school and community for safety education and planning.
5. Makes provisions for involving students and parents.

Director of Safety Education

1. Serves as consultant specialist for the development of policies and procedures encompassing the entire district's school safety planning program.
2. Acts as a public relations representative between school district and governmental agencies, other school districts, the students and parents.
3. Acts as consultant in the areas of curriculum study projects.
4. Implements, supervises, and evaluates appropriate programs to fulfill the needs of a district school safety planning program.
5. Maintains vital student records.

Principal

1. Safe-guards health and general well-being of staff and students by complying with the rules, regulations, and laws governing safety and health.
2. Initiates, implements, and supervises the safety education program at the building level.
3. Plans and disseminates safety program information to staff, students, parents, and other district personnel (with assigned duties in that building).
4. Provides positive leadership for an active and continuous school

safety program.

School Safety Coordinator

1. Coordinates the plans for his school with those of other schools in the system.
2. Requests, maintains and checks all supplies materials and equipment for his school.
3. Reports the school safety program status periodically to the building principal.
4. Provides for the training of all building personnel in emergency procedures.

The Teachers

1. Actively cooperate and participate in all possible phases of the school safety education program.
2. Become aware of all types of emergency and disaster procedures, developments, and information.
3. Include in the curricular units of classroom instruction, safety education, and emergency procedure information.
4. Participate, when feasible, in safety education training programs such as first aid, civil defense, and medical self help courses.

Non-Teaching Personnel

All non-teaching personnel, not specifically identified, will accept responsibility in emergency situations as an essential part of their jobs. All staff should know what to do in time of emergency.

1. The nurse:
   a. acts as consultant to school personnel and the community in all matters related to health and sanitation.
   b. recommends and maintains supplies and equipment for first aid services.

c. plans for the use of the school buildings during emergency or disaster situations.

d. participates in civil defense, school safety education, and other training programs and assist in training where possible.

e. coordinates with other community disaster plans for health services.

f. renders first aid and care services to students and other personnel during emergencies.

2. The supervisors, guidance personnel, librarians, office personnel and other:

a. are assigned specific responsibilities during cases of emergencies or disasters.

b. are aware of emergency and disaster procedures for each contingency.

c. participate in appropriate training programs.

3. The cafeteria employees:

a. maintains an adequate supply of foods and liquids in recommended containers for use during emergencies or disasters (School population should be used to determine the quantity of supplies needed).

b. are responsible for maintenance of facilities and equipment for mass food preparation and distribution.

c. know emergency and disaster procedures and participate in the development of emergency preparedness plans and in training programs.

4. The custodians and maintenance personnel:

a. locate and chart all valves, switchs, and lines of all utility services.

b. perform periodic inspections to insure utilities controls are operational and post charts for use by other personnel during emergencies.

c. provide for emergency operation or control of utility services during

disasters;

d. perform periodic inspections of government or community disaster supplies.

e. inspect, report to an assigned coordinator, and repair damages during or following emergencies or disasters.

f. inspect, maintain, and are responsible for the use of protective equipment and emergency facilities.

g. assist in developing disaster preparedness programs.

4. The workers or repairmen follow the instructions given by the custodian or maintenance personnel.

5. The school transportation personnel:

a. are represented in development of emergency preparedness plans.

b. know emergency plans to be used during school hours or while students are enroute to or from school.

c. know alternate routes for transportation of students to their home, a shelter, or evacuation assembly area.

d. are prepared to conduct emergency evacuations.

e. keep in the bus an updated list of students that ride on the bus and an updated route schedule.

f. render first aid as may be needed.

In addition to the school and other closely related personnel, two other groups - students and parents - must be considered in developing emergency preparedness plans and programs.

The involvement of both students and parents in safety education and emergency planning should be determined at the district level. A positive approach is always necessary when working with these groups, whether in the area of curriculum or actual physical involvement in safety planning

or conducting emergency drills.

1. The students:
   a. are requested to assist in developing parts of the district's emergency preparedness plans.
   b. are informed, through regular school channels, of their responsibilities for each type of emergency.
   c. participate in regular emergency drills as conducted in the district.
   d. have opportunities to develop safety concepts through curricular offerings which support the school district's emergency preparedness programs and activities.
2. The parents:
   a. are invited to participate in developing disaster preparedness plans and urged to cooperate fully in carrying out subsequent action programs developed for the district.
   b. are informed of the local school's plans for emergencies through written and oral communication from the school district.
   c. are informed and prepared to react to the transportation needs of their children during an emergency.
   d. are informed and prepared to handle an emergency or disaster in the home.

Section II

Guidelines For Developing Emergency Preparedness and Disaster Plans In Kansas School Districts

Kansas is subject to a number of disasters which may vary widely from one area to another in type and intensity. However, school officials must be prepared to meet emergencies which are common to all parts of the state.

Plans should be developed for such contingencies as fire, tornadoes, nuclear disaster, civil disorder, bomb threat, and mass accidents.

Since no single plan can be established for all schools, each district must consider both its internal characteristics and its location within the community as plans are developed for full implementation. A well prepared school emergency program plan can be a positive asset to the personnel who may be called into action in the event of emergency.

The following guidelines have been developed to assist school administrators as they focus attention on the many facets of this vital problem.

ORGANIZATION

The Board of Education should adopt a resolution giving the school superintendent the needed authority and support to develop a school emergency disaster plan. (See Appendix A)

The superintendent should appoint a director of safety education and assign responsibilities for developing emergency plans and procedures for the entire school district with the assistance of school personnel and local civil defense officials to insure coordination of school and community disaster plans.

The principal should appoint a building safety coordinator to assist him in coordinating disaster plans with school and other schools in the system.

A disaster analysis of school facilities should be conducted to determine the potential dangers for each school and its relationship in the total community setting.

WARNING AND COMMUNICATIONS

Authorities within the school district and each individual school must know the exact means by which a warning would be transmitted. The school district's plan for warnings must be coordinated with the local civil defense warning signal system. The principal must know the exact means by which warning will be received by the school. A warning signal must be set up that will alert students and school personnel to each disaster. An auxiliary system for warning would be advisable if the primary warning system failed.

SPECIFIC CONTINGENCIES

1. A Fire Safety Program

What are the burning facts? Fires and explosions are among the most frequent causes of disaster. Almost every fire is preventable, but too often they are brought about by careiessness or lack of knowledge. There are no immunities to fires and schools are no exception.

Children in all grade levels, as well as building staff members, should learn about the dangers of fires. They should understand the skills necessary for living in emergency situations. Preparedness and advanced planning are the key to survival and can prevent tragedies in our schools and homes.

Objectives of a Fire Safety Program

1. To teach the causes of fire.

2. To develop procedures for fire prevention.
3. To alert personnel and students to fire hazards.
4. To build fire safety habits and attitudes.
5. To develop a program which insures the safety of all persons utilizing the school district's physical plant.

In addition to the responsibilities shown in Section I, the school district's officials and staff will have specific responsibilities for the fire safety program.

Local Board of Education

1. Issues a clear statement of policy regarding school - community coordination in civil defense matters.
2. Secures competent legal advice concerning the status of school personnel and school property during drills.

Superintendent of Schools

1. Maintains the integrity of fire protection equipment in all attendance centers.
2. Distributes bulletins, pamphlets, films, and other materials relating to emergency planning and procedures including an alternate alarm system.
3. Reports monthly to the State Fire Marshal the dates and evacuation times of drills held.

Principal

1. Conducts monthly fire drills as a part of an instructional program.
2. Records time used in evacuating the building in the office and sends report to the Superintendent's office monthly.
3. Posts telephone number of the City or Rural Fire Department near the phone.
4. Arranges for the safe removal of handicapped students from the building.

5. Insures the use of alternate routes by blocking selected halls, doorways, or stairways during fire drills.
6. Posts the evacuation procedures in each classroom.
7. Assigns personnel to search restrooms and closets.

School Safety Coordinator

1. Coordinates the overall fire safety program in his own school.
2. Serves as a liason between the Safety Supervisor and his principal and teachers.

Teacher

1. Instructs students in the normal and alternate route procedures to follow during a fire drill.
2. Makes certain students are far enough away from the evacuated building to be safe.
3. Makes sure windows and doors are closed before leaving the room.

Guidelines for Action

The following concepts should be basic in preparing for a fire.

1. Fire drills should be held regularly.
2. Students and staff members should be familiar with exit routes; these should be posted in all rooms.
3. The fire alarm should be clearly distinguishable from other emergency warnings.
4. Plans should be made for alternate alarm systems and exit routes.
5. All extinguishers should be checked regularly and serviced by a qualified agency if necessary.
6. School personnel should be given instruction on the use of fire extinguishers.

7. Provisions are made for teachers to assign and/or select group leaders.
8. A plan should be worked out by the principal and custodian in regard to the control of school utilities.
9. Arrangements should be made with parents and bus service concerning student dismissal.
10. Simple tools and equipment needed for fire fighting should be available.
11. Microfilm copies of personal school records should be made in case of destruction or vandalism.

Preparation must be continued to include the actual contingency. When a fire occurs:

1. Fire alarm is sounded.
2. Building is evacuated.
3. The fire department is notified by a designated person.
4. The fire is reported to superintendent's office.
5. Assigned school personnel should check all rooms to see that everyone is out of the building.
6. Teachers and/or students should be responsible for closing of doors and windows in the rooms.
7. The secretary or someone else locks the school records in a vault or moves them to a safe place.
8. Building exit guard should be designated and stationed to prevent unauthorized return of students or personnel to the building.
9. An assembly area should be designated at a safe distance from the building and out of the way of emergency vehicles.

10. Instructions should be given when evacuation point is reached, as to the next procedure.
11. Instructions in the care of coats, books, and other belongings should be given.
12. Arrangements should be made for student dismissal.
13. Every effort should be made to extinguish small fires.

Finally, plans must include the basic steps to be taken after the fire.

1. Report should be made to the proper authorities.
2. Evaluation of fire procedures should be made.
3. Necessary accident reports should be completed.
4. Fire damage areas should be barricaded from the student body.
5. Medical care from local authorities (Red Cross, etc.) for those injured should be obtained.

Guidelines for Fire Prevention (A checklist may be developed)

1. Only metal or non-inflammable garbage and trash containers should be used.
2. Lighting fixtures should be functioning properly.
3. Trash should be disposed of regularly and prevented from accumulating.
4. Closets, cupboards, and all other spaces not exposed to view should be kept clean and free of any flammable materials.
5. Improper electrical outlets should be changed to correct the problem.
6. Electrical cords and wiring should be inspected regularly and repaired regularly to insure that all wiring is safely covered.
7. Appliances should be checked routinely to see if they are in proper working order. (Home Economics, workshops, labs, etc.)
8. Electrical circuits should not be overloaded.
9. Exit lights should be on separate circuits and left on at all times.

10. Faulty heating equipment such as faulty furnaces, cracked chimneys, etc. should be repaired.
11. Leaking gas pipes should be repaired and serviced by utility companies.
12. All exits should be unlocked and opened out-ward.
13. Fire escapes should be in proper condition and safe for use.
14. All doors, aisles, and passageways should be kept free of any obstructions that might delay exit of building occupants.
15. Metal containers or metal cabinets should be used for storage of chemicals, oily rags, and other flammable materials.
16. Proper ventilation should be in rooms where toxic and flammable materials are used.
17. Sawdust, shavings, and wood scraps from work-shop areas should be cleaned up.
18. Fire blankets should be available for use in emergency situations. (Suggested locations in shops, labs, and high danger areas)
19. Papers or magazines should not be stored on or near heat sources.
20. Smoking should only be permitted in authorized areas of the building.
21. Debris, glass, dried grass and leaves, weeds, etc. should not be allowed to collect around the school yard or building.
22. Signs or signals should be placed where fire hazards exist. (Example: shop areas, laboratories, home economics rooms, kitchens, etc.)
23. Food service personnel should not leave stoves unattended.
24. Precautionary measures should be taken during holiday seasons. Christmas trees with flame proof decorations should be set in water. Artificial trees are highly recommended.

25. Candles should not be used in conjunction with special programs or entertainment.
26. Fire extinguishers should be placed throughout the building and serviced regularly.
27. Care should be exercised in storing gasoline operated machinery in the building.
28. Fire extinguishers should be properly labeled as to type and use.
29. All auditorium curtains should be flameproofed at regular intervals.
30. The fire alarm system should be installed in all buildings if the plant is of the campus type.

Fire Drills

The fire drill is important to familiarize students and staff with the evacuation process, to identify irregular behavior of students and staff, and to test alarm systems and evaluation procedures. The following items are suggestions to aid in establishing fire drill procedures.

1. All personnel should be assigned responsibilities during fire drills.
2. All rooms should be assigned routes for students to exit during drills; students should proceed to the next nearest exit if the first assigned exit is blocked.
3. Fire drills should be conducted at various times of the day and in different situations.
4. The fire alarm system should be kept in proper working order at all times.
5. Fire drill instructions on bright colored posters should be on display near the doorway of each classroom.
6. Food Service personnel should be alerted to scheduled fire drills.
7. Police and Fire departments should be supplied with a floor plan of the school plant, so they can direct emergency equipment to the fire area.

8. Plans and procedures should be on file at the Superintendent's Office, fire department, and police department.
9. A safety committee of students and faculty should be organized to administer and evaluate fire drills.
10. The electrical fire alarm with a constant tone should be distinct from any other alarm signal.
11. Students, faculty, and others in the building should evacuate the building immediately upon hearing the fire alarm. Prearranged evacuation routes posted in the classrooms should be used.
12. Students should not be permitted to stop for coats, books, and other belongings.
13. Fire drills should be orderly and students should walk quietly at all times.
14. At the sound of the alarm, teachers in charge of physical education classes should direct pupils to dress quickly in sufficient clothing and leave the building.
15. Teachers should stand at their classroom doors until pupils have filed out. They should check to see that windows and doors are closed, but not locked, and follow pupils out of the building.
16. Teachers should instruct pupils to shut off motors, Bunsen burners, blow torches, appliances, etc. immediately when the fire alarm sounds.
17. Custodians should report to the area where utility controls are located.
18. Personnel should be assigned to check <u>all rooms</u> including restrooms and closets, to be certain all students have evacuated the building.
19. Personnel should be assigned as crossing guards to assist students in crossing dangerous streets when necessary.
20. Personnel should be assigned to each exit to see that unauthorized personnel and students do not re-enter the building.

21. Students should be directed to an area away from emergency fire vehicles and equipment.

22. Secretaries or other designated personnel should take the responsibility of protecting building records.

23. When students reach assembly areas, some form of student accountability (head count, buddy system, etc.) should be implemented.

    Any discrepancy should be reported immediately to the principal.

24. When students reach designated assembly areas, they should remain there until further instructions are given.

25. Upon a pre-arranged signal students should return to the building.

26. Reports of all fire drills should be reported to the proper authorities.

27. Alternate alarm systems such as boat horns, police whistles and sirens should be used occasionally during fire drills.

28. Personnel should be designated to aid and assist handicapped students in evacuating the building.

2. Tornado Safety Program

Many schools may be subjected to the possible occurrence of a tornado. It is the responsibility of the local school district as well as the local authorities to prepare for possible tornado occurrences.

The school system should prepare a plan for protection from tornadoes. A planned course of action should be outlined from the first notice of a watch to the warning and the return to the regular school routine.

A tornado is the most violent weather phenomenon known to man. Another name for a tornado is "twister". Another common misnomer is "cyclone". The tornado is a funnel-shaped cloud usually rotating counterclockwise with the wind velocities estimated to be as high as 500 miles per hour. It generally covers a small area, but it can range from a quarter

mile wide to fifteen to twenty miles long. Some tornadoes have measured as much as one mile wide and 300 miles in length.

Tornadoes travel approximately twenty-five to forty miles per hour. Usually they travel southwest to northeast, but some have not followed that general pattern.

Tornadoes can strike any part of the United States, but the heavily affected areas are in the central United States. They usually occur between noon and midnight; however, they can strike at any hour.

The purpose of the following procedures, in the event of an impending tornado, is to move the students and school personnel to the area in the building offering the greatest protection against injury or death.

In addition to the responsibilities shown in Section I, the school district's officials and staff will have specific responsibilities for the tornado safety program.

Local Board of Education

1. Issues policies requiring the development of a tornado preparedness plan for the district taking into consideration the different attendance centers.

Superintendent of Schools

1. Implements the written policies of the Board of Education on tornado preparedness planning to be carried out by the school personnel with the help of local and state agencies.
2. Informs the public of the intent and purpose of this plan.

Principal

1. Develops the tornado preparedness plan for his particular attendance center.

2. Insures that the plan and methods of its implementation are communicated to all persons involved.
3. Establishes a chain-of-command designating which staff members will be in charge due to the principal's or subsequent official's inavailability.

School Safety Coordinator

1. Cooperates with the building principal in developing the tornado preparedness plan for his attendance center.
2. Follows directions of principal concerning planning and implementation.
3. Sees that all duties assigned to other staff members are carried out.

The Teachers

1. Assist in development of the tornado preparedness plan for his/her attendance center and serves in the implementation of the plan.
2. Are responsible for the immediate safety of the students.
3. See that students are taken to designated shelters by pre-arranged routes as quickly and safely as possible.
4. Take roll at shelter to see that all students are present.
5. Stay with the assigned class, keeps order, and helps to avoid any panic.
6. May be assigned to operate the emergency lighting system or necessary rest room visit (unit in shelter).
7. Plan games or other forms of diversion.
8. Check to see that no students are left behind in any part of the building. Assign personnel to check certain areas.
9. Open north or east windows.

Office Personnel

1. Notify principal, or next in command of tornado alert, watch, or warning.

2. Stay at telephone, Civil Defense monitor, and radio to record all pertinent messages and up-date principal on any changes.
3. Keep telephone lines open.
4. Bring portable communication equipment to shelter in case of warning.

Guidelines for Action

If weather conditions are such that a tornado is likely to develop and a tornado watch is announced, a few preliminary actions should be taken.

1. Students go ahead with regular class activities without notification of weather conditions.
2. Lookouts or spotters who have portable communications equipment to keep in contact with office or emergency center should be posted.
3. Custodians check shelters to see if they are unlocked, lighted, and unobstructed.
4. Staff should be notified of the weather conditions so they can be prepared for a possible warning.

If a tornado has acutally been sighted or indicated by weather radar in the vicinity of the attendance center and a tornado warning has been issued for the area, the next steps should be taken.

1. Principal or next available person in command will activate alarm system.
2. Faculty in charge of students are to immediately evacuate all areas and see that students get to shelters by assigned route or alternate routes if need to do so.
3. Teachers check roll.
4. All other staff members are to carry out their assigned duties and go immediately to the shelter.
5. Principal runs check list to verify all things have been done.
6. At sign of "all clear" the designated maintenance personnel check for conditions of shelter exits, and dangerous conditions outside indicating

gas leaks or electric wires, junk or sharp debris.

7. Students will return to classes if it is possible.
8. If report is unfavorable and classes cannot be resumed, busses are notified to come and take the students home after dangerous conditions have been corrected.

Tornado plans should also be developed for night time activities. Four basic considerations should assist planners to prepare for the special considerations needed for nightime activities normally conducted at the school.

1. Public address should announce the watch so that some spectators can decide to leave if they wish. The public address should also announce what shelter is available and the procedure which will be used in case of a warning.
2. Specific plans should be devised to get public or students at night activities to the shelters. It should have been made clear to them at the time of the watch that adults are free to leave or stay at their discretion. A policy should be adopted as to students not with parents privilege to leave or stay.
3. Emergency lighting should be provided in all auditoriums, gymnasiums, or other areas where night activities are held.
   Emergency power for P.A. system.
4. An adequate number of staff should be required to attend night activities so that these procedures can be carried out.

Guidelines for Tornado Preparedness

Procedures for regular practice drills must be well understood by all persons.

1. Teachers are notified of their duties in advance of the drill.
2. Drill alarm is activated to set the plan into action.
3. Each room is assigned to designated area for best traffic control.
4. Students should pass without talking. The buddy system, partners or other method implemented by the teacher will assist in keeping order.

5. All persons should be trained to be quiet in the shelter.
6. Students will be arranged in groups with a teacher in charge in the shelter.
7. Everyone should stay calm.
8. Maps of routes should be given to all faculty and staff members.

Procedures for actual tornado warning should be developed from the drill check list. Key items included are worth repeating or amplifying.

1. A bell or horn in short intermittent blasts or other designed signal will be sounded as the alarm.
2. Everyone will go to a designated shelter area.
3. Students should pass without talking. They should make use of the system teachers have designated to pass.
4. Everyone is to be quiet in the shelter area.
5. Students will be arranged in groups with a teacher in charge.
6. Everyone should remain calm while in the shelter area.
7. Students will wait for the all clear which will be given after someone has checked the outside for wires, etc.
8. Instructions will be given as to where students return to rooms, buses, etc.
9. All areas must be able to hear the "all clear" signal.

In addition to lists of procedures to follow, the schools must take some other basic considerations into their tornado preparedness planning.

Primary warning system

1. The primary warning system's sound should be distinctively different from the fire alarm system's sound so there will be no confusion between the two.

2. The alarms will be sufficiently loud so they can be heard in all areas of the school, campus, and building during all types of activities.

Secondary Warning System

1. Alternate methods of warning should be established in event of the failure of the primary system.
2. Alternate system could be established by emergency power source for the primary system and/or completely separate system.
3. Alternate systems might be portable air horns, intercom or messengers.

Communications

Several methods may be utilized for observing and reporting actual or potential tornado conditions.

1. Spotters from each attendance center should be assigned to report to specific school officials
2. Civil Defense reports should be made available to school administrators.
3. Sheriff's department reports should be made available to school administrators.
4. Radio and T.V. reports should be made available to school administrators.
5. Local patrons may be appointed by district administrators as severe weather spotters.
6. A battery operated AM - FM radio should be available.
   a. Tone activated receiver should be available.
   b. At least one telephone line should be kept open.
   c. Two way radio between attendance centers and
   d. Walkie-talkies for attendance center spotters, principal, office personnel, and shelter supervisors would be advisable.

Primary Evacuation Routes

1. The best possible routes should be determined for each classroom, office, or other areas where students are located to transfer students to shelters quickly and safely.
2. These routes posted in a conspicuous location in these areas should be easily recognizable and understandable by the students.
3. Routes should always be kept unobstructed.
4. Flashlights should be available for each teacher.
5. Alternate routes should be determined in case of obstruction due to activities, blockage of any materials, or darkness.
6. A map should be given to local agencies - Fire and Police. The map should indicate tornado shelters including ALL rooms, halls, "cubby holes".

Shelter Facilities

1. Shelters should be designed in new building preferable underground. They also could be used for multi-purpose room such as cafeteria, library, etc.
2. Good shelters should be built in existing buildings.
3. The location of best possible shelter in an existing building might be found in:
   a. Basement rooms of re-enforced concrete
   b. Inside interior halls along a south wall, rest rooms, "cubby" holes or other small enclosures.
4. Emergency lighting should be provided in basement rooms, inside interior halls, restrooms, and other windowless areas used as a shelter.
5. First aid kits should be available in each shelter area.
6. Emergency water supply and toilet facilities should be available.
7. Tools for exit emergency - ax, shovel, crow bar, hammar, pliers, etc. - should be stored in a conspicious or easily accessable place.

Transportation Modes

School bus procedures should be developed.

1. Bus driver education should include procedures to follow if a tornado occurs while the bus in on its route.
2. Practice drills should be conducted on the bus route.
3. The importance of daily check of bus, emergency exit, etc. should be emphasized.
4. Two way communication, if available, should be a part of the planning effort.

Student use of automobiles, motorcycles and bicycles should be regulated.

1. Rules for leaving school during a watch should be developed.
2. Rules for not leaving during a warning should be developed.
3. Instructions should be given to assist students enroute when a tornado is sighted.

Parental transportation policies should be communicated to avoid confusion during the time of an emergency.

1. Parents should be notified in the fall by letter of the school's policy in case a parent comes for his child during a watch or warning.
2. Parents should be instructed on what to do if they are caught in a tornado warning in their car if enroute to or from school.
3. All planning should include the school's policy on who shall be permitted to take a child home from school.

Students who walk to school should also be included in the planning.

1. If child is within walking distance of the school, parents should be informed of the school's policy about students' leaving during a watch.
2. Rules for students within walking distance during a warning should be developed and communicated fully to them.

Teacher Education

1. Workshops and conferences should be conducted to assist all staff to learn to do their part in the emergency plan.
2. Required safety courses, a college preparation course, Red Cross, or other Civil Defense courses should be offered.
3. Frequent "refresher" meetings should be available to the staff.

Student Education

1. National disaster preparedness should be available as a part of a course outline.
2. Assembly meetings with programs concerning these disasters should be presented.
3. Practice drills should be conducted.

See Appendix C for tornado reports, forms, and charts.

3. Nuclear Disaster Preparedness

The purpose of this working guide is to stimulate thinking which would lead to a plan of action to save lives in event of nuclear accident or conflict.

School personnel responsibilities specific to nuclear disaster planning have been stated below.

Local Board of Education

1. Issues a clear statement of policy regarding school-community coordination in civil defense.
2. Considers civil defense needs when developing specifications for new construction modification or improvement of school facilities.
3. Provides local share of funding extra costs of school civil defense programs.
4. Authorizes staff responsibility for civil defense.

Superintendent of Schools

1. Advises the school board of civil defense requirements of the school system.
2. Recommends to board staff responsibilities for civil defense.
3. Coordinates school plans with community and State Civil Defense plans.
4. Organizes needed curriculum and staff planning.
5. Supports specialized civil defense training for administrative and instructional personnel.
6. Evaluates program and implement needed changes.
7. Procures necessary equipment and supplies for civil defense plan.

Principal

1. Is responsible for the health, safety and welfare of all students and personnel in his building.
2. Is responsible for the development and supervision of a functional emergency plan based on guidelines provided by the superintendent and/or Director of Safety Education and local Civil Defense Directors.
3. Assigns staff responsibilities for civil defense.
4. Secures civil defense materials.
5. Incorporates civil defense material into curriculum.
6. Keeps parents informed of current civil defense plans.
7. Establishes chain of command.
8. Establishes warning plan and conduct drills.
9. Appoints School Safety Coordinator.
10. Continues evaluation and revision of program.
11. Determines shelter areas in building.

School Safety Coordinator

1. Works with principal in determining shelter areas.
2. Keeps current stock and inventory of emergency supplies.
3. Works with personnel on civil defense plans, responsibilities, and use of equipment.
4. Works closely with District Safety Coordinator and local civil defense organizations.
5. Supervises and evaluates school civil defense drills.
6. Provides training for personnel in various civil defense assignments and shelter management.
7. Helps with civil defense curriculum materials.
8. Evaluates and revise program continuously.
9. Reports to principal in emergencies.

Teachers

1. Participate in making school disaster plans.
2. Understand and know role in civil defense plans.
3. Participate in personnel instructional programs.
4. Acquire at least minimum knowledge of current first aid technique.
5. Integrate civil defense materials and instruction in subject areas taught.
6. Prepare students for stabilized behavior during extraordinary conditions and situations.
7. Are prepared to account for own group of students in civil defense emergency.

Guidelines for Action

A plan of action suitable to the circumstance should be prepared. The planning will include as many contingencies and agencies as possible.

1. Identify suitable shelter areas. Tornado facilities may effectively be provided through provision of adequate fallout facilities. County or state Civil Defense Directors can be contacted for standard shelter information and supplies.
2. If new construction is under consideration, architectural and civil defense administration consultation on efficient shelter preparations as a part of classroom expansion should be utilized. Local Civil Defense Agencies should be contacted to determine planning provision within the community, facilities available for emergencies, and means of receiving assistance. If no official civil defense organization has been developed, the city council, fire department, city law enforcement, and local medical personnel should be contacted to establish working relationships.
3. Assignment to areas exposed to windows or thin shielding should be

avoided since the greatest mass provides greatest protection.

Survival and safety education should be provided for students, certified staff, and supportive personnel.

1. Mini courses of from five to twelve class hours in natural and man made disasters should be established.
2. Disaster drills to establish suitability of assigned shelter areas and desirable behavior patterns should be initiated.
3. In-service training in Safety Education should be developed.
4. Faculty responsibilities for automatic application during times of emergencies should be established and communicated to the staff.
5. Custodial employees should be instructed on survival, importance of maintaining usable shelter space vs. bulky storage, identification of secondary water and sanitation procedures. Evacuation procedures should be detailed.
6. Bus drivers should be instructed on procedures involving delivering students, emergency shielding, and permisible alternatives during emergencies.
7. An informative statement should be mailed to parents of the district indicating the extent of school district emergency preparations. Alternative actions in the event of communications disruption, power failure, or restricted time limitations should be included.

Detonation on nuclear accident should be posted.

1. An alarm system understood by the staff and capable of operating independently of the power supply should be employed. Any action to move should be precipitated by thorough understandings of where occupants should go. Panic inducing action should be avoided if at all possible.

2. Evacuation should be considered if the fallout or radiation buildup appears to be a dangerous factor. In considering evacuation school administrators must weigh:
   a. Time limitations compared to the time essential for delivery of students.
   b. Possibilities that some students may be safer at school than at home.
   c. Facility capabilities of the school.
   d. Nearby community shelters with superior accomodations.
3. Staff and students should be supervised as they move to shelters or throughout their evacuation.
4. Local authorities should be contacted to provide them with useful information and to relay your requests. (materials, injuries, names, assistance)
5. Radios should be turned to emergency stations. If electro magnetic induction should incapacitate communications, a battery powered unit should be utilized. (The implications of that problem must be studied.)
6. Notification of parents should be attempted at the earliest possible time to appraise them of their children's condition.
7. Assistance to the shelter manager or the building safety coordinator through exercise of the administrative responsibilities and skills should be provided. Such action may be through consultation, making decisions, activating groups, reassurance, and other necessities.

4. Civil Disorders/Walk Outs/Bomb Threats/Telephone Harassment

Civil disorders may occur within individual schools or may be precipitated by outside school forces. The following guidelines have been proposed to assist school districts in planning for civil disorders. They apply to both students and adults.

1. The final decision for determining the nature of assistance needed in a civil disorder should be the responsibility of the school principal or his representative.
2. If a disorder occurs, the principal or his representative should go to where the disturbance is and attempt to stop it. (He should not enter the group to prevent violence).
3. In the event that outside assistance is needed, the police and the superintendent should be notified immediately. Procedures that have been worked out in advance by school authorities and local agencies will be put into affect.
4. All students who are not in the assigned classes should be told to report to them and remain there until otherwise told to go to their next classes. The students and faculty could be communicated to by means of an intercom system, by battery operated loud speakers, by student runners, or by other means of communication.
5. The bell system should be turned off so that the students will not change classes.
6. Teachers should close and lock their doors so that students remaining in the halls will not disturb those in the classroom any more than is necessary. The teachers should continue teaching the class.
7. All teachers with a planning period and custodians should report

to the office for instructions.

8. The principal should meet student leaders and or outsiders involved in the emergency and with other student leaders and staff.
9. The superintendent should be responsible for handling communication with the news media.
10. School should be dismissed only with the approval of the superintendent or his representative. Dismissal is to be considered only as a last resort and then only if the physical safety of the students is in jeopardy in the school and if their safety is increased by dismissal. If dismissal is contemplated, the Police Department should be notified in time for them to activate emergency measures in the community.

Walk-Outs

A walkout is a type of disorder that needs to be dealt with separately. If a student walkout occurs and the students remain on the school grounds, the principal or his representative should try and talk the students into returning to their classes. If the students do not return to their classes, the following will happen:

1) The school doors will be locked.
2) An accurate roll will be taken in order to determine the names of the students who did not return to their classes.
3) Their parents will be notified that a parent conference will be necessary in order to reinstate them in school.

and

4) The police and the superintendent will be notified immediately.

For students who have already left the school grounds, 2, 3, and 4 will apply.

If violence occurs, the entire matter becomes the responsibility of the police.

Bomb Threats

Being responsible for the safety of the large number of students, teachers and other staff personnel, school administrators should do all that is prudent and possible in the event of imminent danger. Therefore, any bomb threat is a real danger to the lives and safety of all persons in a building which receives a bomb threat. It is recommended that each administrator with the approval of the board of education develop a bomb threat plan of action to be implemented upon a proper occasion. It is of the greatest importance that each staff member be completely aware of the procedures to be followed, and cooperate to the best of his ability in the event of a bomb threat.

1. The Superintendent should call a meeting with the district principals, fire chief, and police before the beginning of the school term. They should all become familiar with the building. They should each receive a copy of the floor plans of the building. Together they should carefully plan their plans of action and search procedure in case the school receives a bomb threat.
2. Bomb threats usually are received by telephone. The person taking the telephone call will attempt to gain all possible information from the caller. This information would include the location of the bomb, when it will explode, what it looks like, and whether or not there are also other bombs in the building. This person should also note the sex, approximate age, voice tone, background noise, and the exact words used in the threat.
3. The telephone line receiving the threat should be held on "hold" for monitoring and tracing the call. The other line should be used

immediately to notify the police department of a bomb threat call.

4. This information should be given immediately to the police, firemen and telephone company. The superintendent of schools is also to be notified.
5. Staff members will take roll call and make certain that no student re-enters the building for any reason. Names of missing students will be given to the building principal.
6. Upon the completion of the search and after consultation with the investigating officers, the superintendent of schools will determine whether or not the school building may be re-entered that day. If classes are dismissed, the teachers will help bus students get on their bus. The students who normally walk home will be allowed to do so after safe walking procedures have been established by the police officers at the scene. Students may not re-enter the building.
7. If the proper authorities decide not to evacuate the building, the principal will signal the staff to put the bomb threat search procedure into affect by code message over the intercom. The custodial staff will maintain several large flashlights which are capable of being used in searching darkened and poorly lightened areas of the building.
8. The search team will search the building. They will use the following procedure: Each member of the staff should quickly search his area. Any strange or foreign object is to be suspected. If such an object is found, it is not to be opened, moved, or tampered with in any way. It must be left alone and the area cleared of all personnel.

Classrooms

Each teacher should carefully and quickly search all:

a. desks,

b. files,

c. bookshelves,

d. wastebaskets,

e. storerooms,

and

f. any other protected areas.

Other interior areas

The custodial staff should carefully search all:

a. waste containers,

b. tunnels,

c. storage areas,

d. cupboards,

e. restrooms,

f. boiler room,

g. stairwells,

and

h. any other protected areas.

Building's Exterior

The custodial staff should carefully search all:

a. window wells,

b. windowsills,

c. waste containers,

d. doorways,

e. cars and other vehicles near the building,

and

f. any other protected areas.

Kitchen and Cafeteria

Kitchen staff should carefully check all:

a. storage areas,

b. waste containers,

c. areas above false ceilings,

and

d. any other protected areas.

Offices

Office personnel should carefully check all:

a. desks,

b. cupboards,

c. files,

d. waste containers,

e. storage areas,

and

f. any other protected areas.

Student lockers

Upon completion of these tasks, search teams should report that their area is clear to the central office and then report to the person in charge of student locker searching.

The following data have been appended to assist in determining local policy on questions pertaining to emergency evacuation. These data were gathered from Bombing in the United States by Jane P. Morton and Gary S. Persinger, published by the International Association of Chiefs of Police Research Division.

Bombing Targets

July 1970 through June 1971

	Explosive	Incendiary	Total
College/University	40	55	95
High School	52	96	148
Grade School	8	35	43
Other	3	8	11
	103	194	297

At the present time the majority of bomb threats in schools are perpetuated as a hoax. The result is to disrupt normal school activity. However, the chance remains that the threat may be authentic. The school administration must make the decision whether or not to evacuate the building. There is no set formula. Each school administrator should consider the legal liabilities if a threat is received and no action is taken before the bomb explodes.

Telephone Harassment

Harassment by telephone is a Class A misdemeanor. Such harassment comes under the following areas: Lewd or obscene comments, speachless phone calls, repeated ringing of the phone, repeated phone calls in which the conversation (Harassing) takes place, playing a recording over the phone for the purpose of harassing, allowing one's own phone to be used (knowingly) for any of the above.

Two definite areas of real concern pertaining to telephone harassment areppersistent annoying calls and threatening calls.

Persistent Annoying Calls

Calls like these are designed to infuriate and to terrify. Two main steps may be followed in dealing with these calls.

1. The person receiving the call should hang up as soon as harassment is indicated.
2. The person receiving the call should hang up as soon as obscene or suggestive remarks are made.

If one keeps getting annoying calls and all possible techniques have been employed to keep from being harassed, then the police and the telephone company should be contacted for help. Before the police and telephone company are called it is advisable to make a record of the call or calls, if possible, to record any clues which may be used by the telephone company or police department in identifying or tracing the caller.

Threatening Calls

In this category are the extreme cases - the bomb threats, the threats to life or property, the threats of kidnapping, robbery or bodily injury. Sometimes these calls are reported over an extended period of time to harass and frighten. The following procedures may be implemented immediately when dealing with such calls:

1. The person receiving the call should inform the police.

and

2. The person receiving the call should inform the telephone company.

Chart attached (See Appendix E)

5. Other Contingencies Requiring Planning Activity

Other facets of school life should be considered in emergency and disaster planning to serve the local school district as a basis for preparation of an expanding umbrella of responsibility for both children and adults making use of school facilities in day as well as night activities.

The material presented below is intended to bring the administrator's attention to some of the problem parameters in order to permit the widest discretion at the local level in preparing plans for meeting the problems posed by each contingency.

Field Trips

The popularity of the school excursion has greatly increased over the years. It has proved to be an excellent method for enriching the curriculum since it adds to classroom education and can also provide an opportunity for teaching safety in a functional fashion. Arranging for a field trip involves considerable time and preparation. Therefore, the selection of the field trip as a teaching method should be reserved for learning of the highest priority.

Local Board of Education

School trips should include only those activities which will contribute significantly to the educational enrichment of the pupil. School trips are considered an integral part of the curriculum.

Principal's

Preparation, plans, evaluation, and safety precautions are responsibilities of the principal and teachers involved.

Guidelines for Action

Administrative procedures

1. School trips should entail careful preparation and include teacher-principal planning, teacher-pupil planning, and teacher-principal evaluation.
2. Community school trips must be authorized by the principal, superintendent, and or proper administrative authorities.
3. Out-of-city school trips will be authorized by the appropriate authority - the principal and the Director of Elementary Education or the Director of Secondary Education.
4. The good judgement of sponsors and principals should prevail concerning amount of travel time and number of field trips.
5. Participants must be informed of their responsibilities and the legal aspects involved in school trips.
6. Every effort should be made to include all pupils eligible for school trips, regardless of ability to pay.
7. Authorized trip waiver forms must be used to inform parents and secure permission for school trips.

Organization

It is the responsibility of the building principal to see that every teacher becomes thoroughly familiar with the policy on field trips. Everyone involved -the principal, teachers, and students-must be aware of their responsibilities.

1. The places to be visited should be contacted to see if any special instructions are necessary.
2. If the trip is canceled, the place to be visited and the persons involved should all be notified.
3. Bad or threatening weather can be considered a possible reason for canceling a trip.

HAZARDOUS CHEMICALS

The responsibility of the school for the physical protection of its pupils has long been accepted by school people and by communities throughout the country. That responsibility is limited only by time and reasonable human limitations. The time element is usually defined by law, and the school's responsibility encompasses at least that time during which the pupil is in the physical confines of the school property.

Local Board of Education

In order to implement a strong program of emergency preparedness, the school's governing board should adopt a policy authorizing the establishment of an emergency preparedness program. Cooperation with appropriate agencies, such as fire, police and civil defense, is necessary to facilitate maximum protection. The adopted policies will need to conform to local and state ordinances.

Principal

The duties of the principal shall include, but not be limited to developing:

1) uniform, systematic drills for the various types of emergencies,
2) adequate and appropriate safety education programs for all district employees and students,
3) a plan of security and protection for vital school records,
4) methods to coordinate the school district's emergency preparedness plan with that of the local community,
5) methods to disseminate and promote the acceptance of the school's emergency plan by employees, students, parents and community, and
6) a procedure of periodic evaluation and updating of the school's emergency plans.

Teacher's Responsibilities

Each teacher will be responsible for the direct supervision of his students. Each teacher:

1. Directs the evacuation of his students to designated assembly areas, in accordance with warning signals, written notification, or orders from the principal.
2. Takes roll when the class regroups at the designated assembly area.
3. Reports to the principal the names of any students who are unaccountably absent.
4. Sends students who are in need of first-aid attention to the school nurse or other person trained to administer first aid.

School Nurse

The School Nurse administers first aid as needed.

Students

All students should familarize themselves with this plan, be prepared to activate it immediately, and perform any duties to which they are assigned to make its activation effective.

Guidelines for Action

The hazard of materials being transported is proposed to be characterized by their acute effects on human health. The hazards considered are systemic hazards and irritant hazards:

1. Systemic or internal hazards exist when materials, if inhaled, ingested, or absorbed through the skin, can have harmful effects on organs and tissues other than at the site of contact.
2. Irritant hazards exist when materials such as gases, vapors, or mist can have local irritating effects on eyes, nose, or throat temporarily impairing the person's ability to function to the degree that he cannot take necessary emergency action.

3. This plan is developed to be used for such disasters as explosions or threat of explosions. It is the responsibility of the building principal to see that every teacher becomes thoroughly familiar with the contents of this emergency action guide, and students should be instructed in the procedures outlines for emergency action so that they will be prepared to react quickly to instructions given to them in times of emergency.

4. Warning of a chemical accident is usually received from the fire or police departments or from civil defense officials when such accident occurs sufficiently near the school to be a threat to the safety of the school. An overturned tanker, either a truck or a train, a broken fuel line, and an accident in a commercial establishment that uses chemicals are all potential hazards if such accidents occur near the school or if the wind is such that it would carry fumes from such accidents to the school.

NOISE

The problem of noise is one of rapidly increasing concern to health and environmental organizations. Ear damaging noise is a relatively newcomer to the school scene when we consider the potential to harm students and staff hearing.

Social awareness of noise and the discomfort caused by it are rising significantly, year by year, especially in the urban areas of our country.

The most severe noise conditions are usually encountered in the work environment. Exposure to such noise for long periods is a known cause of irreversible hearing loss.

Guidelines for Action

1. Protection against the effects of noise exposure shall be provided when the sound levels exceed standards shown in the rules and regulations of the Occupational Safety and Health Standards, Part 1910-95 Occupational Noise Exposure Table G-16, when measured on the A scale of a standard sound level meter at slow response. (see appendix G)
2. When persons are subjected to sound exceeding those listed in table G-16, feasible administrative or engineering controls shall be utilized.
3. If such controls do not provide a safe sound level, personal protective equipment shall be provided and used to reduce sound levels within the levels of Table G-16.
4. In all cases where the sound levels exceed the values in Table G-16, a continuing, effective hearing conservation program shall be administered.

ACCIDENT REPORTING

It is recommended that either the standardized accident reporting form developed by the Kansas State Department of Education or the Standard Student Accident Report Form available from the National Safety Council, 425 North Michigan Avenue, Chicago, Ill. 60611 be considered when adopting a form for accident reporting.

Nearly all questions that arise concerning accident reporting forms are answered in the Student Accident Reporting Guidebook, #1001-20. This guidebook is available from the National Safety Council or the Kansas State Department of Education, 120 East 10th, Topeka, Kansas 66612.

Schools should plan to use summary data on all accidents happening to staff or students on a 24 hour basis as input for initiation, implementation, and evaluation of the school safety program.

Initiating the accident report is the responsibility of the person in charge of the activity at the time of the accident. Appropriate school staff should review and follow-up each accident report and act at the administrative, instructional or protective level.

The chief school administrator should assign a staff member to carry out the duties related to staff and student accidents.

The Occupational Safety and Health Act of 1970 should be carefully considered when dealing with the area of accident reporting. This act will be applicable to all schools.

NOTE: A sample accident report form is attached. (see appendix H)

6. School Transportation Safety Planning

This section is for the purpose of assisting school authorities as they may seek to improve their pupil transportation services.

It is common knowledge that pupil transportation has become one of the major single functions in many school districts. It is taken as a matter of course that pupils will arrive at school at the proper time and be returned home safely each school day. In one sense, the planning for daily pupil transportation is in the fullest sense - emergency planning. It is preparation for handling a dangerous situation routinely, economically, and without human loss or suffering.

In addition to the preparation for the daily operation, school authorities will need to consider how the transportation system can serve to assist or be integrated into the emergencies discussed previously in the handbook.

Local Board of Education

1. Establishes transportation policies.
2. Provides adequate financial resources.

3. Employees competent and qualifies personnel.
4. Provides safe and adequate equipment.

Superintendent of Schools

1. Provides leadership in transportation safety program.
2. Administers and supervises the transportation safety program.
3. Recommends to Board of Education policies, materials, and procedures for continued improvement in transportation safety program.

Transportation Supervisor

1. Provides leadership and supervision of the transportation personnel. Recommends employment and dismissal.
2. Supervises the inspection and maintenance of the school bus fleet.
3. Recommends to Superintendent needed improvements related to school transportation and safety.
4. Provides for special contingencies in daily transportation of the handicapped and special education pupils.
   a. Special equipment such as larger doors and ramps for pupils in wheelchairs, will be necessary for handicapped pupils.
   b. Special supervision and planning may be necessary for transporting numbers of special education pupils. This may include addition personnel and equipment.

The Bus Driver

1. Obeys safety regulations, is knowledgeable of bus safety through proper safety training.
2. Observes working condition of bus and reports needed repairs promptly.
3. Conducts bus evacuation drills as directed.

4. Makes trial run with empty bus to locate hazards and establishes pickup times.
5. Reports hazards or route improvements immediately.
6. Maintains proper discipline for safe driving.

Student Passengers

1. Follow prescribed safety rules.
2. Do not distract the bus driver.

Bus Safety Patrol

1. Helps to maintain bus order.
2. Checks student attendance.
3. Assists driver to implement emergency procedures.

Classroom Teachers

1. Assist in the teaching of safety rules and regulations.
2. Reinforce the learning of bus safety procedures introduced by transportation personnel.

Parents

1. Are knowledgeable of school bus rules and regulations.
2. Assist drivers and school personnel by complying with the rules and regulations.
3. Sponsor assigned school activity trips to supervise pupils.
4. Assist in loading pupils in accordance with state regulations.

Guidelines for Action

The availability of shelters and their location will determine the basis for planning. In some emergencies the transportation of pupils to their homes may be the only alternative. The plan for transportation should apply to all attendance centers of the district and the various method

of transportation that is employed.

1. The superintendent and the transportation supervisor of the district should plan emergency routes. Effort should be made to provide transportation first for children who live the greatest distance from school. There should be a minimum of pupil stops to dispense the greatest number of pupils in the vicinity of their homes in the least possible time. Every available bus and other means of transportation should be used to its maximum potential to disperse pupils.
2. Members of the school administration, persons connected with the transportation arrangement, teachers, and bus drivers should understand all details of the emergency plans.
3. It is advisable that parents receive a written description of the emergency plan with the location of emergency stops to be used to dispense pupils.
4. In cases of extreme emergency, it may be necessary to press alternate drivers, teachers, and other school employees in to service to speed delivery of pupils. Under no circumstances should the driver of such a vehicle fail to hold a valid regular driver's license.
5. The emergency transportation plans should be kept current with changing conditions with the district. This could largely be determined by changing road construction, bridge construction and repair, and other unforeseen changes. Such changes should be reported immediately to all persons involved with the emergency transportation plans.

6. The whole emergency transportation plan should be reviewed and updated regularly for improvement. It is essential that needed changes be implemented and proper notification given prior to the normal seasonal storms.

7. An emergency notification system should be devised which enable parents to receive notice of implementation of the emergency plan. This notification plan should be frequently aired throughout the district to insure that parents will receive such information.

8. In case of emergency at or near bus unloading areas, an alternate plan should be devised directing bus drivers to unload pupils elsewhere. In addition to these, bus evacuation information should be made available to school personnel, drivers, students, and parents. Finally, bus evacuation drills should be conducted under adequate supervision so that all are knowledgeable in the processes involved. (See Appendix F).

9. In planning transportation related to extra curricular activities and emergency situations, the State Activities Association recommendations should be reviewed.

10. An accident reporting system for pupil transportation should be developed and maintained.

    a. All accidents involving pupil transportation or transportation related activities should be reported to the central office for compiling with other school district accident reports, as well as reported to proper state and local authorities.

    b. Student accidents related to transportation should be classified as such.

    c. A standardized system of accident reporting should be developed and implemented. This system should include provision for

identification of students by classification such as elementary, junior high, high school, special education, and physically handicapped.

Emergency Pupil Transportation Program For Specific Emergencies

1. Nuclear Attack
   a. The first concern of the school is the protection of the pupils. The immediate transportation to approved shelters is of prime concern.
   b. Time permitting, pupils will be transported to their homes or to approved shelters.
2. Tornado

   Buses will not leave on mornings or evenings when a tornado WARNING is in effect. (A "Warning": Tornado Sighted: threatening--take cover)

   Drivers enroute to or from school at the time of a tornado warning may have several alternatives.
   a. If two-way communication is available, direction should come from the supervisor.
   b. If near an approved shelter, pupils should be taken there for evacuation.
   c. If tornado is sighted and shelter is not near, the bus should be headed at 90^{o} angle to tornado and drive out of the area.
   d. If escape seems impossible, the bus should be evacuated and pupils led to a ditch, ravine, or culvert. Pupils should lie face down in an area away from the bus.
   e. The proper officials should be notified as to the safety of the pupils after the tornado has cleared the area.
   f. A bus should not be driven through an area where a tornado or a severe wind storm has recently passed.

3. Blizzard

a. Properly equipped buses and proper individual actions are a prime necessity. Basic items to consider have been listed below.

(1) Blankets, emergency food, and emergency toilet containers should be available.

(2) Buses should always leave with full fuel tanks.

(3) Pupils should be encouraged to dress warmly during times of severe weather.

(4) If two-way communication is available, the location of bus should be reported.

(5) Pupils should be kept on the bus.

(6) Everyone should wait for help.

(7) The motor should be used intermittently if the exhaust fumes will be carried away.

(8) Candles and containers for emergency restrooms should be available.

(9) Students and drivers should exercise to keep warm.

(10) Dome lights should be turned on after dark to aid search parties.

(11) If storm abates and rescue does not come, two mature students should seek assistance.

(12) Alternate bus routes should be planned for snow and ice conditions if needed.

4. Dust Storms

a. The same supervision of pupils should be used for dust storms as for winter storms.

b. Two-way communication, if available, will assist in giving the location of the bus.

c. The driver should stay with his bus and keep the children there.

d. Everyone should either wait for help or until the storm has cleared.

e. In short term and/or temporary dust conditions in a limited area, the bus should be stopped where it can be readily seen before entering the area. If the bus were to remain in this location long, it should be completely off the roadway.

5. Floods

a. Supervision methods prescribed for blizzards should be used.

b. If two-way communication is available , the supervisor should be contacted.

c. The bus should not be driven through floodwaters.

d. Alternate routes should be planned to avoid areas subject to flood.

The safety of children is the major concern to all involved in the transportation of pupils. The dissemination of proper information and instructions to pupils at the beginning of the school year should help to build good attitudes and hopefully result in positive behavior habits.

6. Due to the increase in risks encountered by bus pupils and drivers, the following recommendations are made.

a. Studies have identified pupils crossing the highway to and from their school bus as the greatest single problem facing school transportation administrators. Efforts should be made to minimize the need for crossing highways, particularly those which are heavily traveled.

b. Certain intersections, hills, and curves are found to have a high frequency of accidents. Buses should be re-routed to avoid such hazards, if possible.

c. Serious conflicts with traffic occur when school buses stop to load and unload passengers in high speed traffic. Every effort should be made to minimize these hazards by using off the highway loading areas of adjacent roads and streets with

less volume and lower speed traffic.

d. The crossing of railroad tracks should be minimized on school bus routes.

APPENDIX A

ORGANIZATIONAL CHARTS

GUIDELINES FOR BOARD OF EDUCATION RECOMMENDATIONS

EMERGENCY DISASTER PLANNING

The Board of Education of (District Number)_____believes that the protection of students, staff, and facilities is of primary importance. Therefore, this board authorizes the Superintendent to cooperate with proper local, state, and federal agencies in providing maximum protection for all students, staff, and facilities.

We authorize the Superintendent to develop and implement a program of Disaster Preparedness Education to be offered to students and staff as a part of the curriculum where and whenever feasible. We authorize the Superintendent to draw up and submit for our adoption a program of emergency planning commensurate with the needs of the school and community. Cooperation with local governmental agencies is necessary to facilitate maximum protection.

We authorize the Superintendent to develop plans by which all physical facilities and occupants therein, under the jurisdiction of this board, will be provided with the maximum disaster planning procedures.

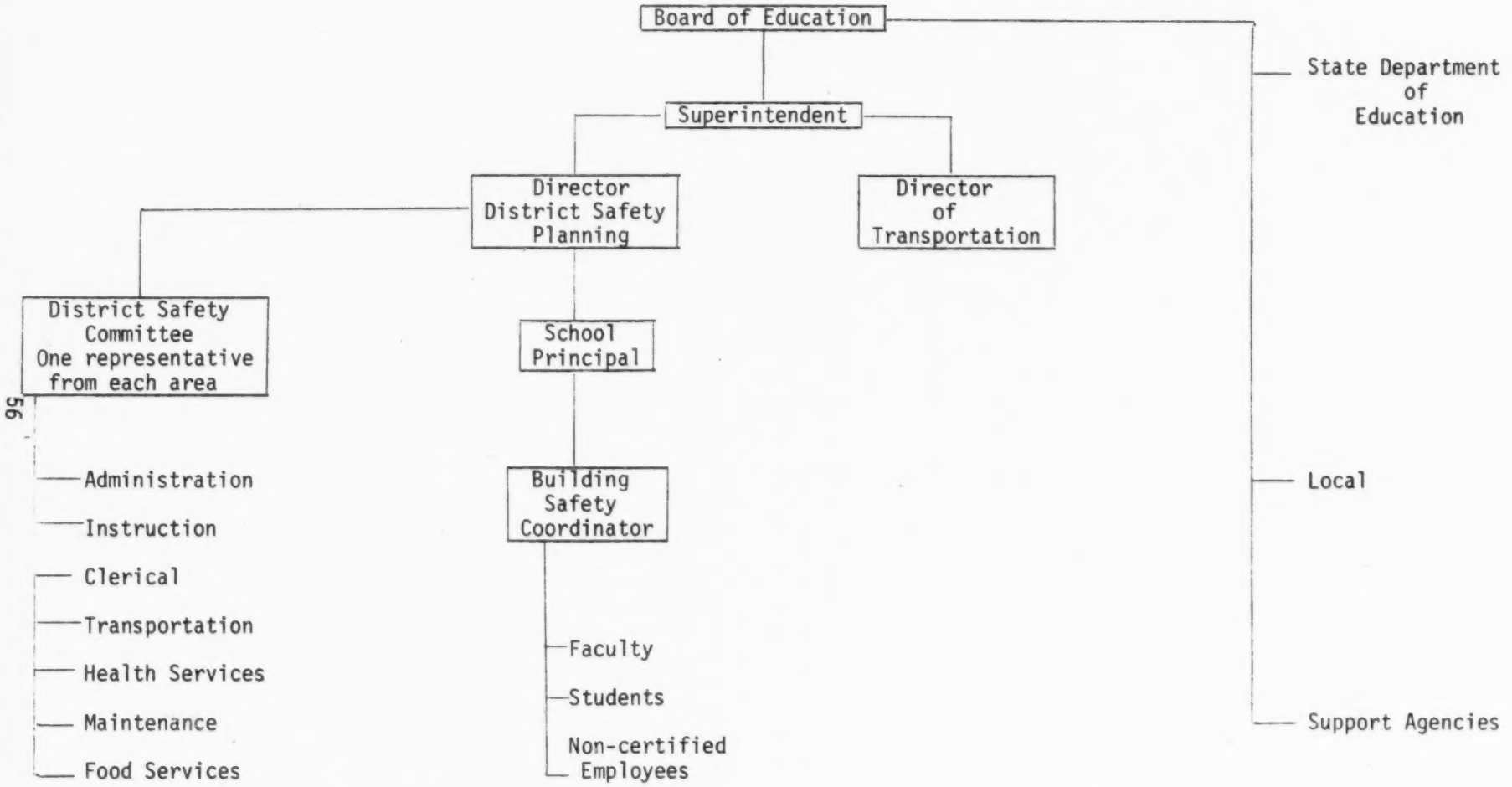
We urge the Superintendent to include, in his budget preparation, funds for emergency disaster equipment necessary for maximum protection to students, staff, and facilities.

These recommendations are hereby approved.

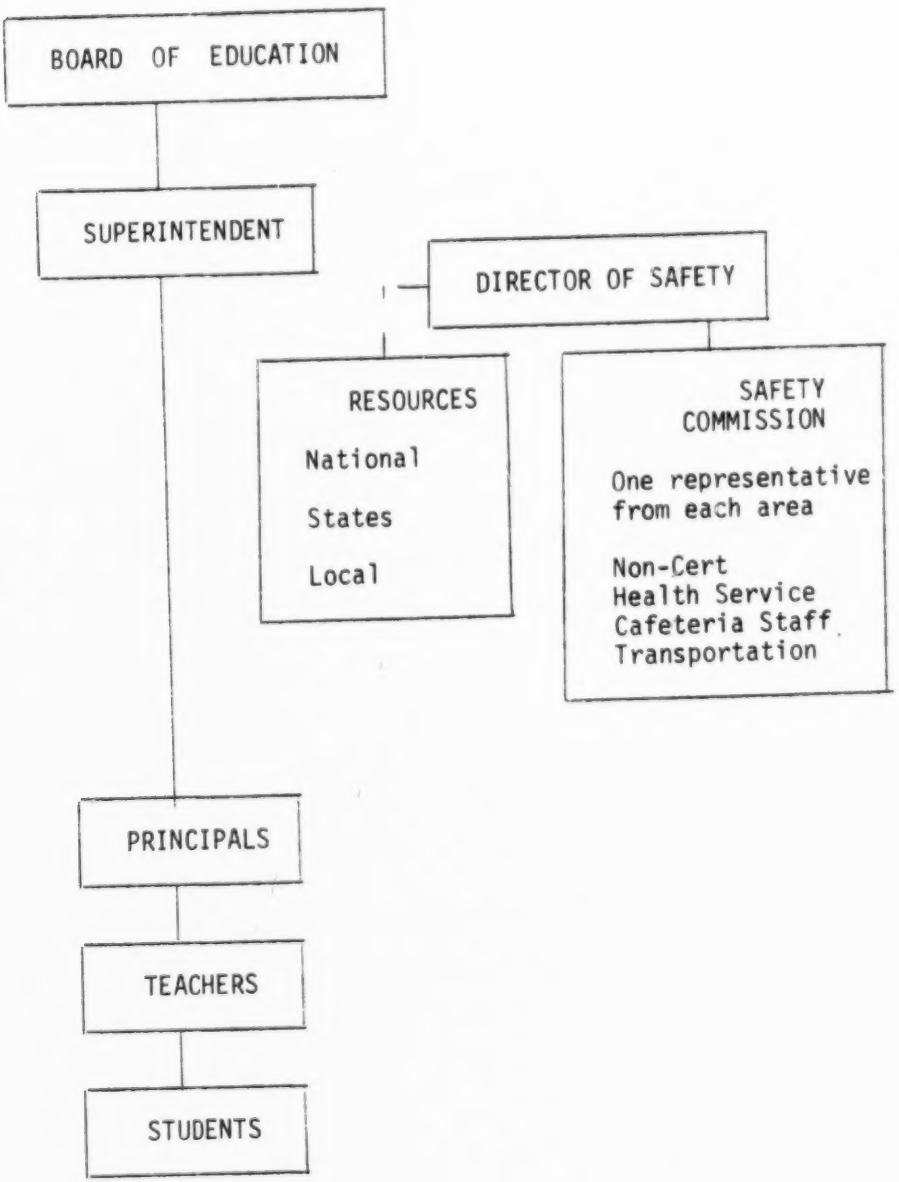
Date_____

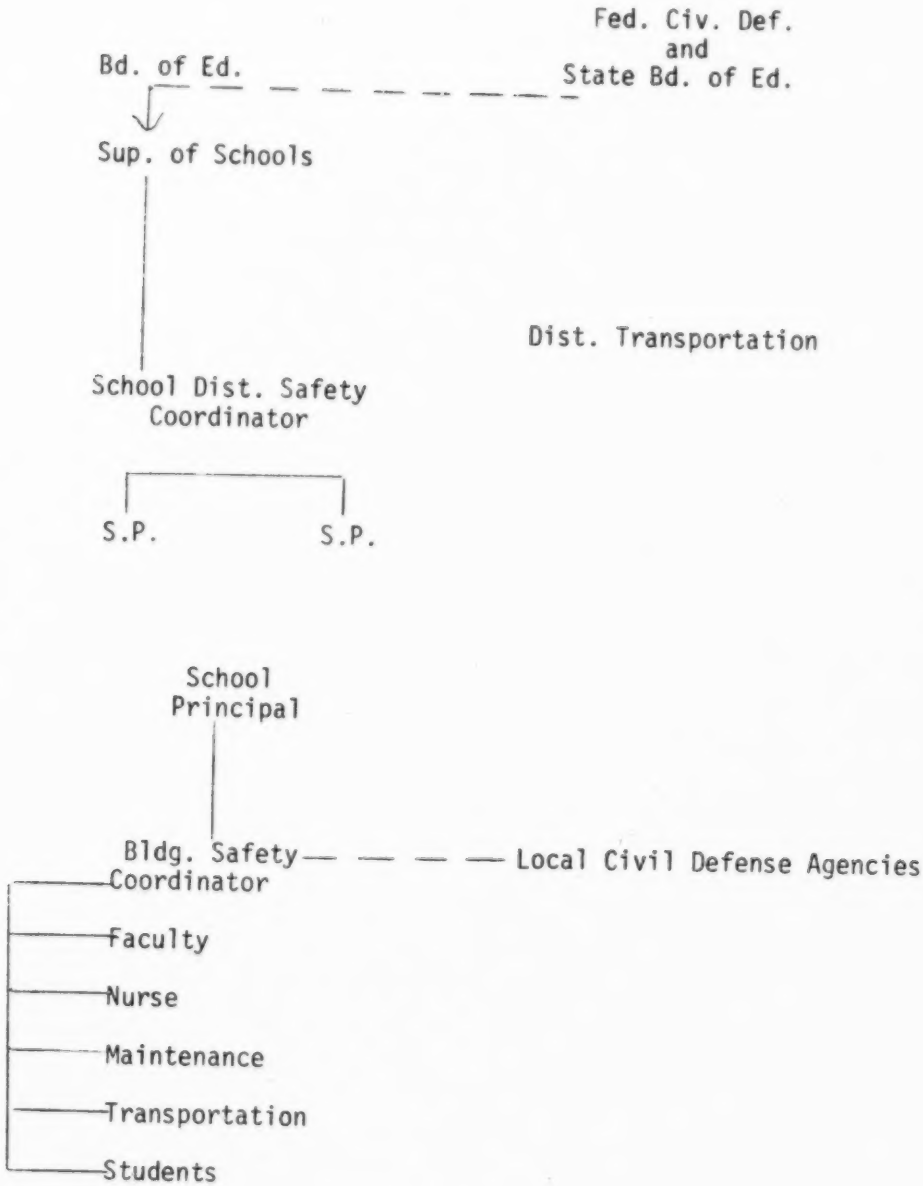
Signed_____

SAFETY SERVICES

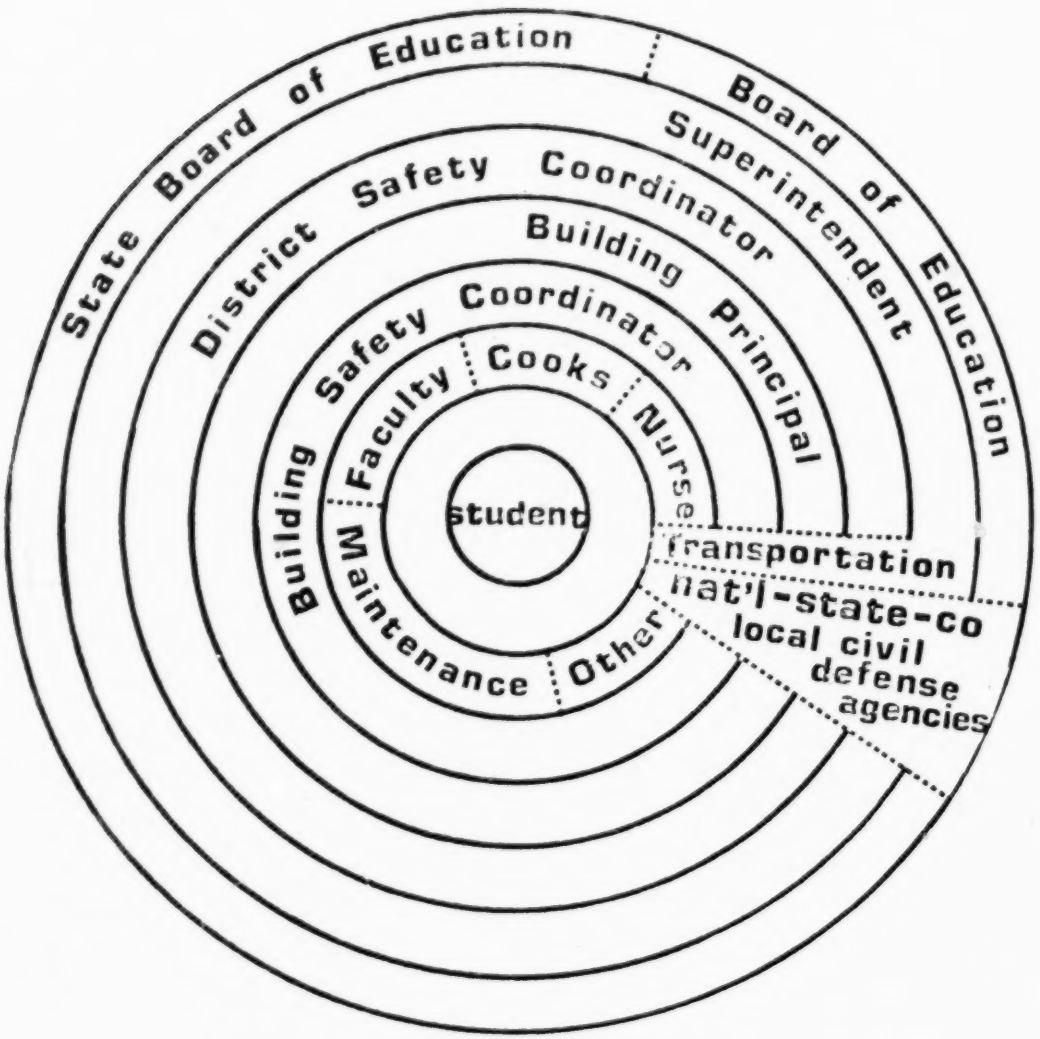


D I S T R I C T

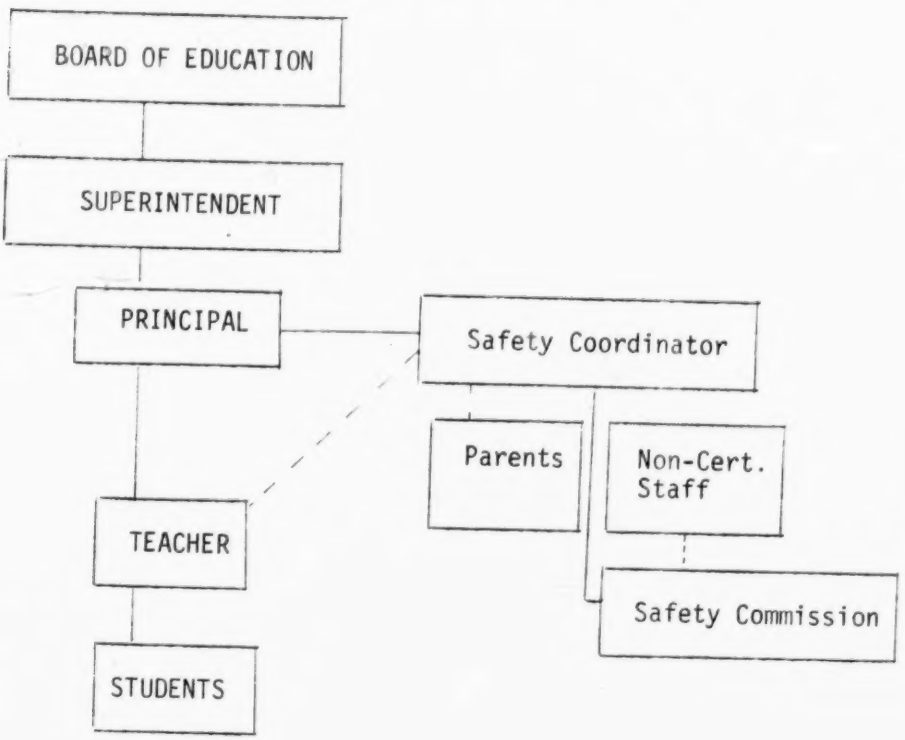

BOARD OF EDUCATION
SUPERINTENDENT
DIRECTOR OF SAFETY
RESOURCES
National
States
Local
SAFETY COMMISSION
One representative from each area
Non-Cert
Health Service
Cafeteria Staff
Transportation
PRINCIPALS
TEACHERS
STUDENTS


Fed. Civ. Def.
and
State Bd. of Ed.
Bd. of Ed.
Sup. of Schools
Dist. Transportation
School Dist. Safety
Coordinator
S.P.
S.P.
School
Principal
Bldg. Safety
Coordinator
Local Civil Defense Agencies
Faculty
Nurse
Maintenance
Transportation
Students

LOCAL DISTRICT EMERGENCY ORGANIZATION



BUILDING


BOARD OF EDUCATION
SUPERINTENDENT
PRINCIPAL
Safety Coordinator
Parents
Non-Cert. Staff
TEACHER
Safety Commission
STUDENTS

APPENDIX B

EMERGENCY DISASTER PLANNING

EMERGENCY DISASTER PLANNING

GUIDE FORMAT

SCHOOL_____
DISTRICT NUMBER_____

1. SCHOOL BOARD ACCEPTANCE AND RECOGNITION

   A. See district-wide safety organization plan
   B. See Board approval form

2. WARNING/COMMUNICATIONS

   A. Type of uniform signal per building, e.i. type of alarm sequence
   B. District/community warning system, e.i. tone alert, siren, portable radio, telephone
   C. Emergency system in case of power failure, e.i. boat horns, whistle, or other non-electrical device

3. TORNADO DRILLS

   A. District/building procedures
   B. Building shelter plan
   C. Emergency lighting--shelter, auditorium, gym

4. FIRE DRILLS

   A. See 3A
   B. Building evacuation practice

5. COMMUNITY DISASTER PROCEDURES

   A. District coordination with local/county plan
   B. District responsibility in community disaster, e.i. accident involving toxic material
      1. Feeding
      2. Housing
      3. Transportation

6. SEVERE WEATHER PROCEDURE

   A. See 3A--flood, blizzard, and dust storms
   B. See 5B, (1), (2), and (3)

7. BOMB THREAT PROCEDURES

   A. See 3A
   B. Local/county agencies, police-fire-civil defense

8. STUDENT DISORDER

   A. District/board policy
   B. School administration procedures
   C. See 7B

9. OTHER

   A. Transportation guidelines for emergency bus evacuation
   B. Bus evacuation procedures

SCHOOL EMERGENCY PLANNING CHECKLIST

School___ _____

Principal_____

Yes No ADMINISTRATION

___ ___ 1. Plays an active leadership role in school safety and emergency preparedness.

___ ___ 2. Provides the faculty with ample opportunities for in-service safety education.

___ ___ 3. Establishes effective working relationships with local fire, police, civil defense and civic groups.

___ ___ 4. Appoints a member of the faculty to assume leadership should an emergency situation occur while the chief administrator is absent from the premises.

___ ___ 5. Makes inspections of established routines for student movement and of the school environment regarding emergency preparedness.

___ ___ 6. Establishes procedure for submission of reports on accidents involving teachers, students and employees to and from school, school premises, and athletic and social events, etc.

___ ___ 7. Implements a student safety organization such as school patrols, safety clubs, etc.

___ ___ 8. Discusses the following items as a part of periodic total staff meetings:

1. School District Emergency Plans
2. Local/County Disaster Preparedness Plan
3. Environmental Hazards such as Noise and Dust
4. Accident Reporting Procedures
5. Basic First Aid

___ ___ 9. Initiates the practice of school bus evacuation drills.

___ ___ 10. Establishes a school and community plan for assistance to students near schools, such as:

1. Adult Crossing Guards
2. Block Mothers Program
3. Police Control of Traffic when necessary

PROTECTION

A - Fire

___ ___ 1. The school staff are given instruction in use of fire

Yes No

extinguisher. This includes instructional as well as service staff personnel.

___ ___ 2. The fire drill assembly area is free from conflict with hydrants or emergency equipment access locations.

___ ___ 3. Fire drills are held throughout daily schedule, varied each month.

___ ___ 4. There is a back-up alarm system for tornado and fire that is tested periodically to provide students with adequate opportunities to become familiar with sound and signal.

___ ___ 5. The back-up signal is compatible with existing signal for fire and tornado. Fire alarm signals should be a constant tone while tornado signals are broken or intermittent.

___ ___ 6. Each room is provided with a chart showing evacuation route to nearest exit for fire and tornado.

___ ___ 7. The buddy system has been considered as a part of fire drills. This enables the teacher to keep a check on all students without necessarily using grade book.

B - Tornado

___ ___ 1. Tornado drills are held for all school population, preferably during September, March, and April.

___ ___ 2. There is a comprehensive written plan for staff and students covering signals, evacuation, and shelter for fire and natural disasters.

___ ___ 3. The staff has been oriented toward procedures to be taken following receipt of tornado warnings during non-instructional school activities.

___ ___ 4. A battery-operated portable radio is available for emergency warning and weather information.

___ ___ 5. There is an incorporation of existing alarm system for tornado warning signal. This could be a broken or intermittent signal or that which is opposite to the fire alarm.

C - Other

___ ___ 1. The district has considered microfilming vital school records for protection from loss dure to fire, natural disaster, or vandalism.

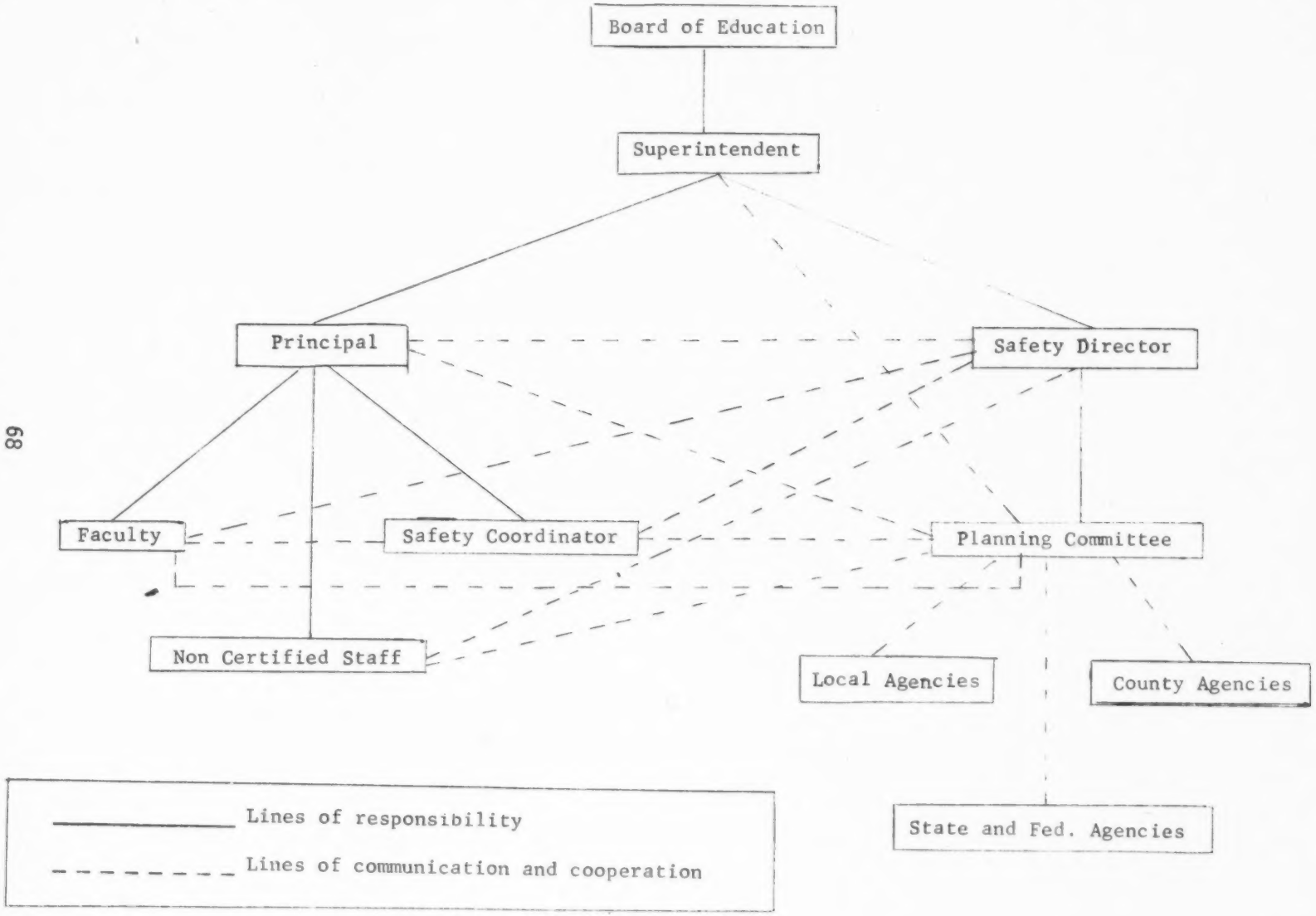
___ ___ 2. The district has developed an emergency plan involving parent-teacher organizations, local law enforcement and fire protection, and staff personnel.

Yes	No		
___	___	3.	Has the district planned for action to be taken in event of called-in bomb threats?
___	___	4.	Is there allocation for emergency lighting, as needed, in shelter areas, gymnasiums and other large group gathering locations?
___	___	5.	Has the district considered what action would be taken in the event of a student disorder or riot?
___	___	6.	In the absence of the building principal has the district developed a chain of command for personnel in emergency situations?
___	___	7.	Consideration has been given to staff and student procedures in the event of a highway or railway accident involving toxic gases or liquids.

APPENDIX C

TORNADO REPORTS, FORMS, AND CHARTS

ORGANIZATIONAL CHART



Tornado Check List

Staff (List each)	Present	Absent	Students acct. for	Students Absent
_____	☐	☐	☐	_____
_____	☐	☐	☐	_____
_____	☐	☐	☐	_____

	OK	Deficiencies
Office Staff		
Radio & Communication Equip.	☐	_____
		_____
		_____
Nurse		
First Aid Supplies	☐	_____
		_____
		_____
Shelter		
Tools	☐	_____
Emergency lights	☐	_____
Toilet Facilities	☐	_____
Custodian & Maint.		
Gas off	☐	_____
		_____
		_____
Cafeteria		
Appliances off	☐	_____
		_____
		_____
Shops	☐	_____
		_____
		_____

Tornado Drill Report
(to central office)

School_____ Date_____

Date of Drill_____ Time of Day_____

Number of Students Present_____

Did all students and staff participate yes___ no___

If no explain_____

Time required for drill_____

Month:

Sept._____Oct._____March_____April_____May_____

If drill was not held any designated month explain:

_____

_____

Describe any unusual occurrences:_____

_____

List any recommendation for changing tornado Policy:

_____

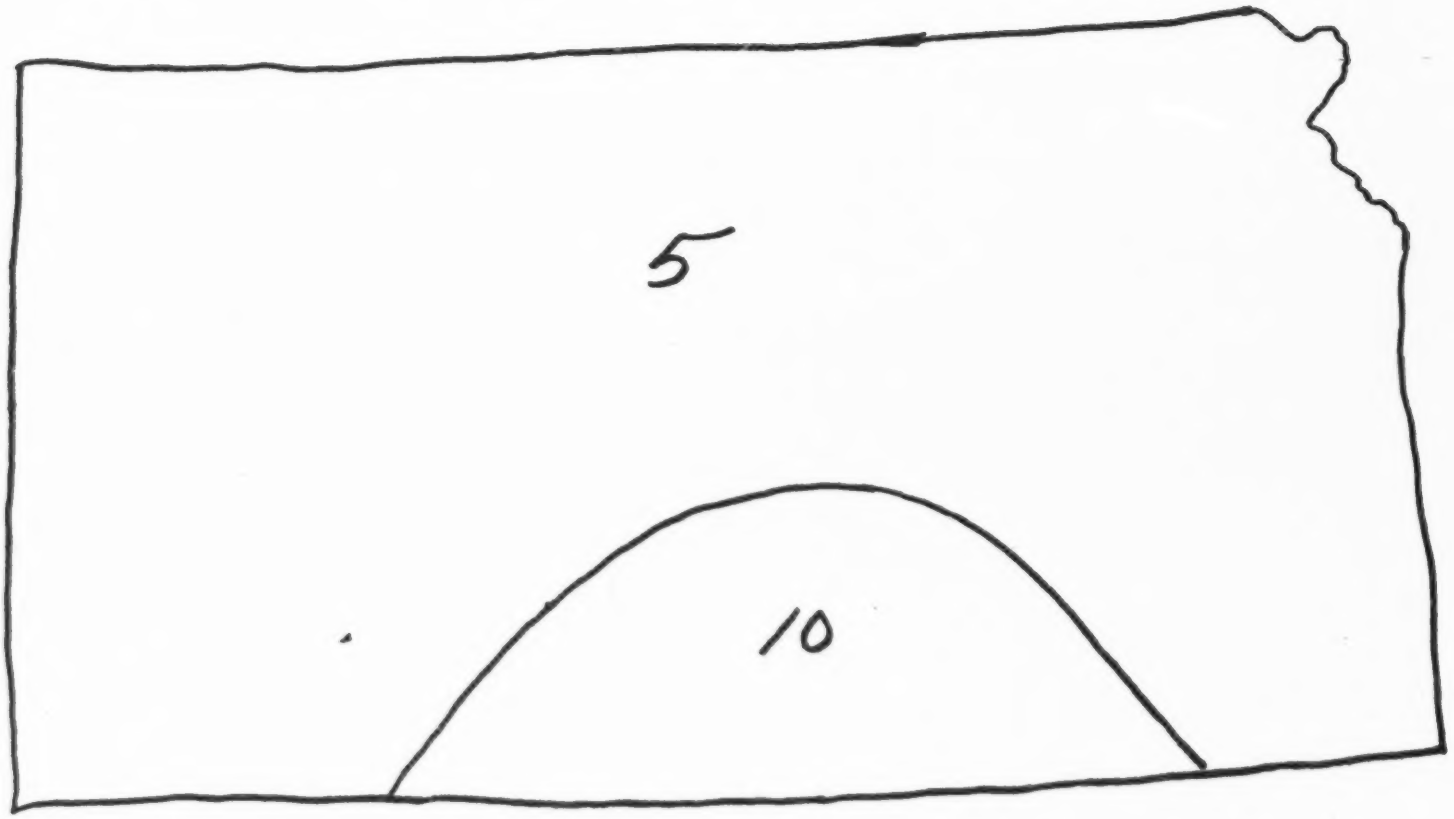
_____

_____

Signed_____
Principal

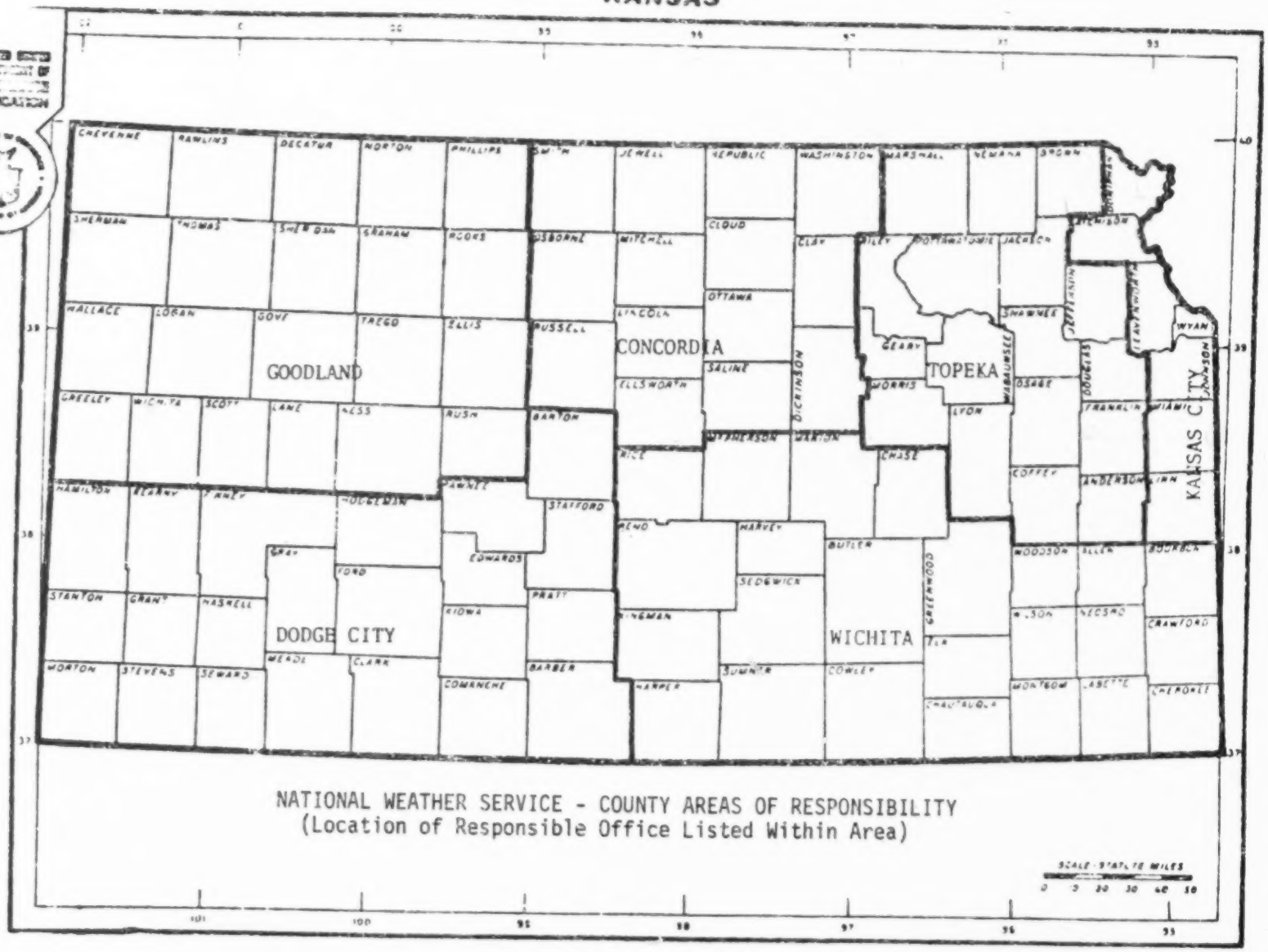
FREQUENCY OF TORNADOS

in Kansas



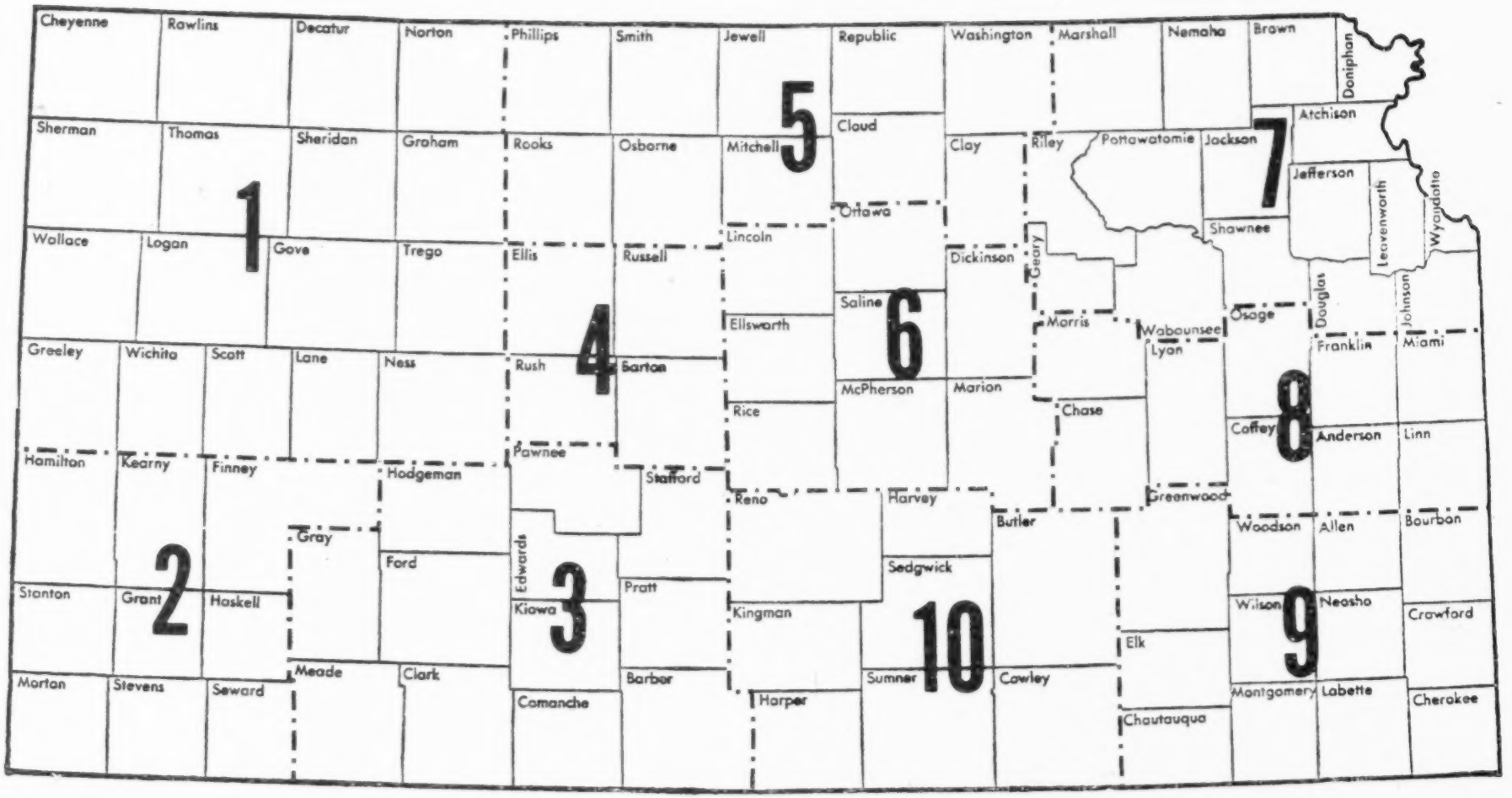
Annual tornados per 10,000 square miles

KANSAS



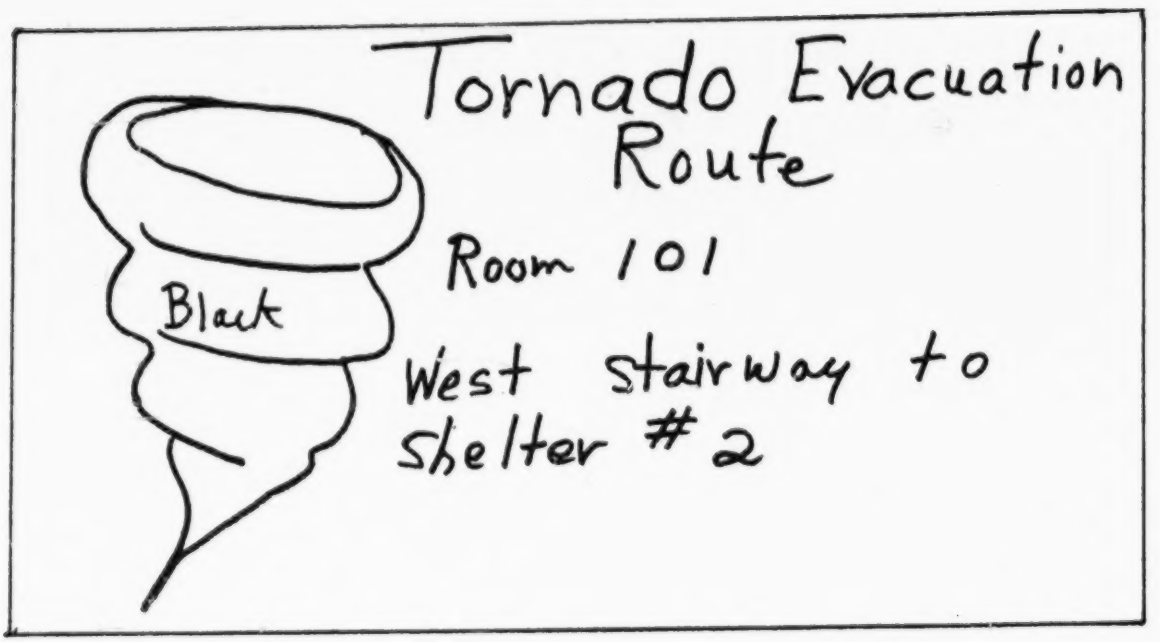
NATIONAL WEATHER SERVICE - COUNTY AREAS OF RESPONSIBILITY
(Location of Responsible Office Listed Within Area)

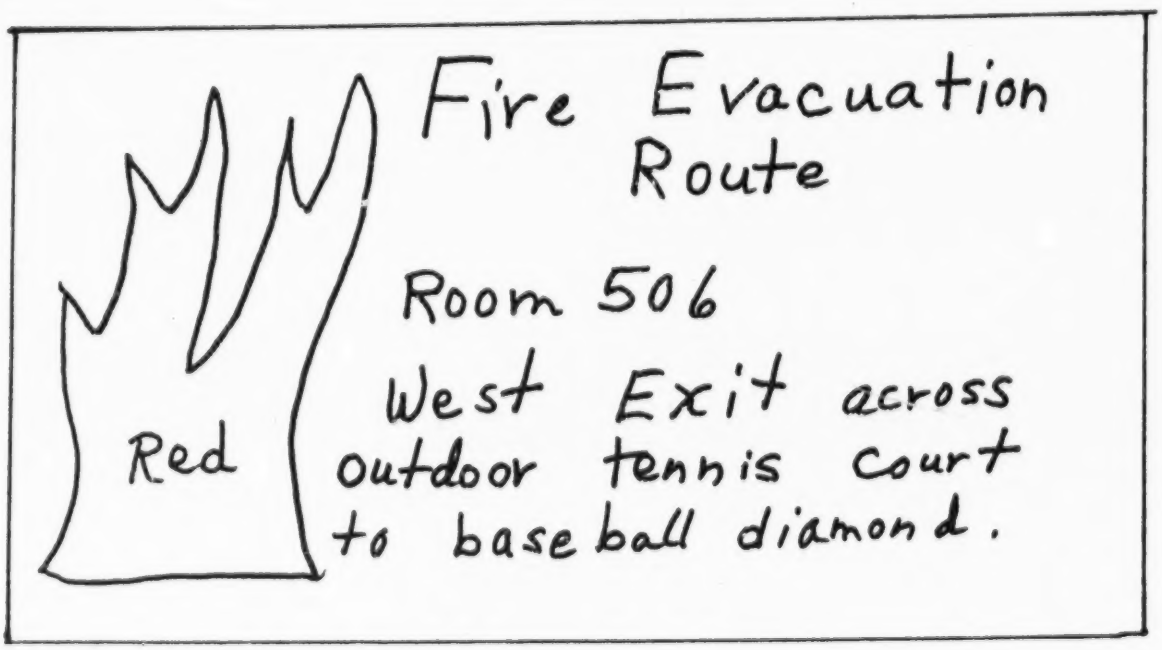
KANSAS WEATHER FORECAST ZONES



Zone weather forecasts as prepared by the United States weather bureau will be identified by number and are prepared so that a zone forecast is adaptable for designation and use as a local forecast by any community within the given zone.

Suggested Posters



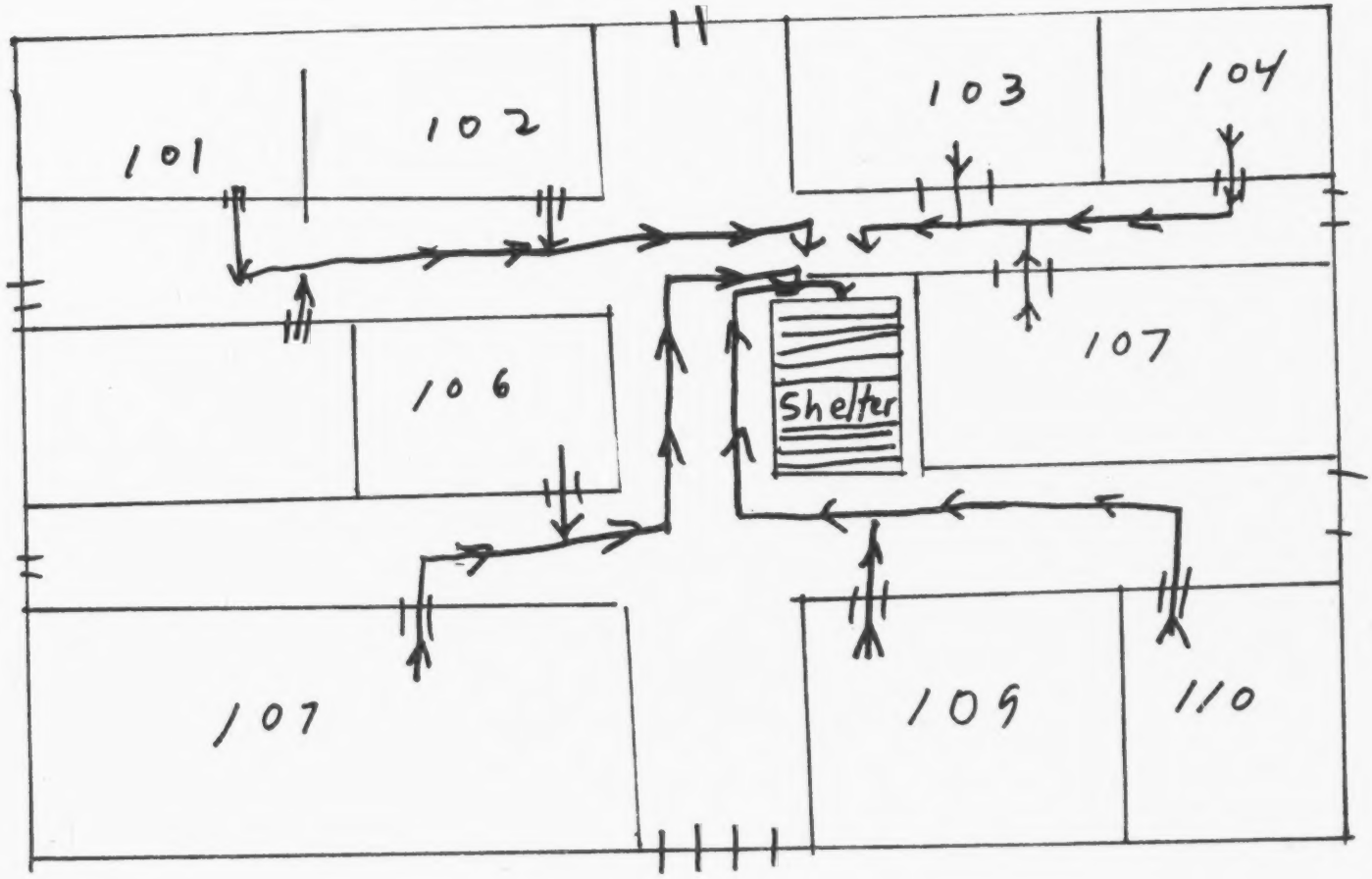


EVACUATION ROUTES

AND SHELTERS

_____

(School)



APPENDIX D

NUCLEAR REPORTS AND FORMS

Check List - Nuclear Disaster

Yes	No		
___	___	1.	Buildings have been surveyed for fallout shelters.
___	___	2.	Each fallout shelter has been designated and is so marked.
___	___	3.	Each shelter is stocked with food and supplies.
___	___	4.	Emergency power or light is available in each fallout shelter.
___	___	5.	Faculty, other employees, and students know the location of the shelter in the building.
___	___	6.	A definite plan has been developed for faculty, other employees and students to use the fallout shelter.
___	___	7.	A shelter manager has been appointed for each shelter.
___	___	8.	The shelter manager is an employee of this school district.
___	___	9.	Faculty members are required to take attendance to identify the students who should be in that fallout shelter.
___	___	10.	Each faculty member sends a report of absentees to the principal or central location.
___	___	11.	If answer to Question #1 is "no", provisions are made for moving children home or to an approved fallout shelter as soon as the danger from blast is over.
		12.	Method: School bus_____; student's car_____; parent's car_____; usual way students get home_____; other, (specify)_____.
___	___	13.	Parents have expressed a choice as to where the children are to be sent if parents are not at home.
___	___	14.	Parents have been informed of plans used in No. 6, 11, 22.
___	___	15.	The school disaster plan, relative to nuclear disaster, is incorported into the local community disaster plan.
		16.	There are teachers in the school who are certified to teach a course in "Personnel and Family Survival". number_____
___	___	17.	Faculty members have had a course in "Personnel and Family Survival"
___	___	18.	Provisions are made in the curriculum to take the course in "Personnel and Family Survival" before graduation.
___	___	19.	Some members of the faculty and/or other employees are trained in *Ramont (Radiological Monitoring)
___	___		*Shelter Management

Yes No

___ ___ 20. Staff members and/or other employees having training in Ramont or Shelter Management are assigned definite responsibilities in case of Nuclear Disaster.
If so: at school___; in community___

___ ___ 21. An alternate shelter plan is available within the school.

___ ___ 22. All students, faculty, and other employees know the meaning of the warning signals.

___ ___ 23. A secondary alarm system available within the school system (non electrical).

___ ___ 24. The school has an unlisted phone number to aid in times of emergency, providing incoming calls are blocking the regular telephone.

___ ___ 25. The school telephone system is aided by installation of load control.

___ ___ 26. Emergency Nuclear Disaster Drills are held periodically.

___ ___ 27. Evaluation of Nuclear Disaster Drills are conducted.

___ ___ 28. An Accident Report System is initiated in the school system.

Sample Letter to Parents

Dear Parent:

Please complete and return this questionnaire at your earliest convenience. The questionnaire will be used to evacuate the children to desired locations in case of natural or nuclear disasters.

Your child will be sent home only if warning is recieved in time to permit him to reach home before being exposed to danger.

Very truly yours,

Superintendent of Schools

Questionnaire

Childs' Name_____

Childs' Address_____

Childs' Telephone_____

In the event of natural or nuclear disaster, I desire my child to (check only one):

_____A. Be sent home.

_____B. Be sent to a neighbor's home.

_____C. Remain in custody of the school faculty.

If "B" is checked above, give the following information:

Neighbor's Name_____

Neighbor's Address_____

Neighbor's Telephone_____

_____
Signature of Parent or Guardian

_____
Date of Signature

APPENDIX E

TELEPHONE HARASSMENT

CHECK LIST FOR ANNOYANCE CALLS

Name _____ Tel. No. _____

OCCURRENCES	1	2	3	4	5	6	7
DATE							
TIME							

HOW LONG DID THE CALL LAST?							

TYPE OF CALL:*							
OBSCENE							
HARASSING							
THREATENING							
OTHER							

THOSE AT HOME:*							
HUSBAND							
WIFE							
DAUGHTER							
SON							
OTHER							

NOT AT HOME:*							
HUSBAND							
WIFE							
DAUGHTER							
SON							
OTHER							

DESCRIPTION OF CALLER:*							
MAN							
WOMAN							
BOY							
GIRL							
OTHER							

CALLER'S VOICE:*							
HIGH							
LOW							
STRAINED							
CAMOUFLAGED							
OTHER							

*Check appropriate box under each occurrence.

7

ANNOYANCE CALL LOG

1. Does what the caller says change when different members of the family answer the call?

_____

_____

2. Has your family had any recent publicity (marriage, promotion, etc.)?

_____

_____

3. Can you hear any background noise when you receive an annoying call? If so, describe it.

_____

_____

4. Is there anyone who might want to annoy or "get even" with any member of your household?

_____

_____

5. Have you reported these annoyance calls to the police?

_____

_____

6. Would you be willing to prosecute the offender if he is apprehended?

_____

_____

APPENDIX F

FIELD TRIP FORMS
AND
BUS EVACUATION

Field Trips Checklist

Yes	No		
___	___	1.	Is the trip in accordance with the school district's policies?
___	___	2.	Has the trip been preplanned with the Superintendent, principal and safety director?
___	___	3.	Did you plan carefully with the class and all adults accompanying the students on the trip?
___	___	4.	Did you make arrangements for the students to get to their homes safely if the trip takes longer than planned?
___	___	5.	Are the drivers licensed and competent and are the vehicles in good condition and insured?
___	___	6.	Did you instruct students as to their conduct on the trip?
___	___	7.	Did someone visit the trip site beforehand to see if any unusual safety conditions may be encountered?
___	___	8.	Do children have proper means of identification?
___	___	9.	Do you plan a roll call at various times during the trip?
___	___	10.	Do you have enough adults to supervise the group?
___	___	11.	Did you double check to make sure all pupils have permission slips signed and on file?
___	___	12.	Did you inform your children to dress for the occasion and the weather?
___	___	13.	Will there be sufficient time to make the return trip in daylight?
___	___	14.	Do you know what to do if an accident or illness occurs while on the trip?
___	___	15.	Has special provision been made for handicapped students?
___	___	16.	Do you plan to make an evaluation of the trip?
___	___	17.	Is there a plan in case of bus breakdown to house the students or transfer them home.

P1380.00

WICHITA PUBLIC SCHOOLS

WICHITA, KANSAS

SCHOOL TRIP WAIVER FORM

_____SCHOOL

Month_____Day_____Year_____

Brief statement about the nature of the activity

The pupils who participate in the described activity will be transported in a licensed public conveyance or by automobiles covered by adequate liability and/or trip insurance. They will leave our building at_____o'clock and will return to our building between_____and_____o'clock. Precautions will be taken to provide for the pupil's safety.

We request that_____be
(Pupil's Name)
transported as stated above, and we relieve and absolve the Wichita Public Schools of any responsibility other than that stated above.

Date_____ _____
(Parent's Signature)

School Bus Emergency Drills

Kansas school districts are urged to begin developing plans in harmony with the National Highway Traffic Safety Administration's Standard #17 for pupil transportation and the Standards for School Bus Operation, 1970 Revised Edition adopted by the National Conference on Pupil Transportation (administered by the National Commission on Safety Education and The Florida State Department of Education under a contract with the Department of Transportation).

The Standards for School Bus Operation should be available for reference because of its importance in developing a complete transportation arm in every school district.

Pages 40-42, Appendix F, "INSTRUCTIONS FOR CONDUCTING EMERGENCY EXIT DRILLS" have been quoted directly so that the material can be available for use in the total emergency planning effort.

> Due to the increased number of pupils being transported in present-day traffic and the ever-increasing number of accidents on the highways there is a need to instruct pupils to vacate a school bus in case of an emergency. In an emergency it is possible for children to jam the emergency door by all trying to get out of the door at the same time. In order to help avoid a situation of this type, schools should organize and conduct emergency exit drills for all students who ride school buses.
>
> There are several different drills:
>
> 1. Everyone exits through the rear emergency door.
> 2. Everyone exits through the front entrance door.
> 3. Front half exits through the front door and rear half exits through the rear door. (See diagram.)
>
> There is possible danger (Drill 1) when a child jumps from the rear emergency door exit. It is possible to sprain a ankle, break a leg, or even be ruptured.

A. Reasons for Actual Emergency Evacuation
   1. Fire or danger of fire - A bus should be stopped and evacuated immediately if the engine or any portion of the bus is on fire. Passengers should move a distance of 100 feet or more from the bus and remain until the driver of the bus has determined that no danger remains. Being near an existing fire and unable to move the bus away or the presence of gasoline or other combustible material should be considered as "danger of fire" and students should be evacuated.
   2. Unsafe position - In the event that a bus is stopped due to accident, mechanical failure, road conditions, or human failure the driver must determine immediately whether it is safer for passengers to remain in the bus or to evacuate.
   3. The driver must evacuate if:
      a. The final stopping point is on the path of any train, on or adjacent to any railroad tracks.
      b. The stopping position of the bus may change and increase the danger. If, for example, a bus should come to rest near a body of water or precipice where it could still move and go into the water or over a cliff, it should be evacuated. The driver should be certain that the evacuation is carried out in a manner which affords a maximum of safety for the passengers.
      c. The stopping position of the bus is such that there is danger of collision. In normal traffic conditions, the bus should be visible for a distance of 300 feet or more. A position over a hill or around a curve where such visibility does not exist should be considered reason for evacuation.

B. Important Factors for School Bus Evacuation Drills
   1. Safety of children is of the utmost importance and must be considered first.
   2. All drills should be supervised by the school principal or by persons assigned by him to act in a supervisory capacity.
   3. The bus driver is responsible for the safety of the pupils; however, in an emergency the driver might be incapacitated so that he would not be able to direct the pupil emergency exit. School safety patrol members, appointed pupils, or adult monitors should direct these drills. It is important to have regular substitutes available.

Pupil Qualifications:

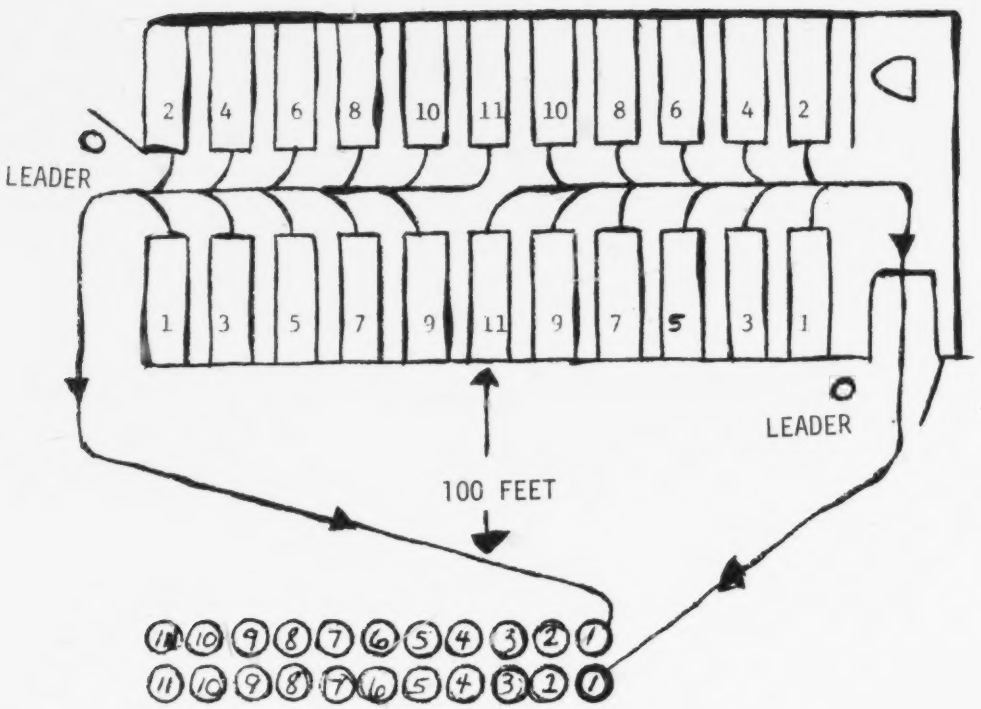
a. More mature students
b. Good citizens
c. Live near end of bus line

Pupil Should Know How To:

a. turn off ignition switch
b. set the emergency brake
c. summon help when and where needed
d. use fire axe or kick out windows
e. set flags and reflectors
f. open and close doors, account for all pupils passing his station
g. help small children off bus
h. perform other assignments

4. Written consent from parent should be obtained before assigning a pupil as leader.
5. "Emergency drills" for school buses should be organized in a manner similar to fire drills held regularly in schools. School bus drills should be held more often during fall and spring months preferable when bus arrives at the school building with the pupils.
6. Drills should be held on school property and not on the bus route.
7. Type of bus drills held should be alternated.
8. Driver should stay in bus during evacuation drills. Be sure that the emergency brake is set, ignition off, and transmission is in gear.
9. Do not permit children to take lunch boxes, books, etc. with them when they leave the bus--getting the child off safely in the shortest time possible and in an orderly fashion is the objective of a school bus evacuation drill.
10. The pupils should go to a distance of at least 100 feet from the bus in an "emergency drill" and remain there in a group until given further directions by the leader or driver.
11. All children should be given an opportunity to participate, including those children who only ride a bus on a special trip.
12. Each pupil should be instructed in the proper safety precautions while riding the bus and in drill procedure.
13. Instruct students in how and where to get help. Instructions and telephone numbers should be posted or otherwise carried in the school bus.

EMERGENCY EXIT DRILLS



66 Passenger bus - 11 rows of seats per side
60 Passenger bus - 10 rows of seats per side
54 Passenger bus - 9 rows of seats per side
48 Passenger bus - 8 rows of seats per side

APPENDIX G

NOISE EXPOSURE

Noise

TALBLE G - 16*

CHART OF PERMISSIBLE NOISE EXPOSURES **

Duration per day, hours	Sound level dBA slow response
8	90
6	92
4	95
3	97
2	100
1½	102
1	105
½	110
¼ or less	115

Exposure to impulsive or impact noise should not exceed 140 dB peak sound pressure level.

*Rules and Regulations 1910.95 Occupational Safety and Health Standards.

** Definition of noise. Unwanted or intrusive sounds.

WEIGHTED SOUND LEVELS AND HUMAN RESPONSES

Sound Source	dB(A)#	Response Criteria
Carrier Deck	150	
	140	Painfully loud
	130	Limit amplified speech
Jet Takeoff (200ft.)	120	
Discotheque		Maximum Vocal effort
Auto horn (3 ft.)		
Riveting machine	110	
Jet takeoff (2000ft.)		
Shout (½ft.)	100	
N.Y. Subway Station		Very annoying
	90	Hearing damage (8 hours)
Heavy truck		
Pneumatic drill (50ft.)		
Freight train (50ft.)	80	Annoying
Freeway traffic (50ft.)	70	Telephone use difficult
		Instrusive
Air conditioning (20ft.)	60	
Light auto traffic (50ft.)		
	50	Quiet
Living room		
Bedrrom	40	
Library		
Soft whisper (15ft.)	30	Very quiet
Broadcasting Studio	20	
	10	Just Audible
	0	

APPENDIX H

ACCIDENT REPORT FORMS

Minimum Content of an Accident Reporting Form are as Follows:

1. Name
2. Address
3. School
4. Sex
5. Age
6. Grade/Special Program
7. Date and time of accident, day of week
8. Nature of injury
9. Part of body injured
10. Degree of injury
11. Number of days lost - school time
12. Cause of injury
13. Jurisdictional classification of accident
14. Location of accident
15. Activity of person
16. Status of activity
17. Supervision
18. Agency involved (apparatus, equipment, tools)
19. Unsafe Act
20. Unsafe mechanical - physical condition
21. Unsafe personal factor
22. Corrective action taken/recommended
23. Property damage
24. Description
25. Date of report
26. Report prepared by (signature)
27. Principal's signature

KANSAS STATE DEPARTMENT OF HEALTH — KANSAS STATE DEPARTMENT OF EDUCATION

STUDENT-EMPLOYEE ACCIDENT REPORT FORM

(Please complete all blanks and circle applicable numbers)

This form is to be completed on any accident which results in: a.) injury severe enough to cause the loss of one-half day or more of either school time or activity during non-school time; or b.) injury severe enough to require a doctor's attention; or c.) injury which requires first aid assistance from school staff personnel.

Name: _____ Home Address: _____

School: _____ USD# _____ Sex: Male... 1 Female... 2 Age: _____ Grade: _____

Town: _____ Zip Code: _____ Time of Accident: Date _____ Hour _____ AM... 1 PM... 2

Place of Accident: School building... 1 School grounds... 2 To and from school... 3 Home... 4 Elsewhere... 5

Status: Student... 1 Employee... 2

LOCATION OF ACCIDENT

Athletic field ... 01	Dressing room and lockers ... 11	Restrooms ... 21
Auditorium ... 02	Driveway ... 12	Showers ... 22
Cafeteria ... 03	Gymnasium ... 13	Sidewalks ... 23
Classroom, general, NEC* ... 04	Home, indoor, NEC* ... 14	Stairs, indoor ... 24
Biology class or lab ... 05	Industrial education shops ... 15	Stairs, outdoor ... 25
Chemistry class or lab ... 06	Industrial place or premise ... 16	Streets, highways ... 26
General science class or lab... 07	Lakes, rivers, body of water... 17	Swimming pool ... 27
Homemaking class ... 08	Parking areas ... 18	Yards, fields ... 28
Driver education class ... 09	Playground ... 19	Other, NEC* _____ ... 29 (Specify)
Corridor ... 10	Public buildings, all other ... 20	

DESCRIPTION OF ACCIDENT

How did accident happen? What was student doing? Where was student? List specifically unsafe acts and unsafe conditions existing. Specify any tool, machine or equipment involved. _____

IF THIS WAS A MOTOR-VEHICLE ACCIDENT

Indicate type of vehicle involved:	Indicate status of person:
Motor vehicle... 1	Driver ... 1
Bus, school ... 2	Passenger ... 2
Motor cycle ... 3	Pedestrian ... 3
Public carrier ... 4	Bicyclist ... 4
Other _____	Other _____
_____ ... 5 (Specify)	_____ ... 5 (Specify)

TYPE OF ACTIVITY

Classroom activity ... 01	Physical education class ... 07
Field trips ... 02	Post-school activity ... 08
Horseplay ... 03	Pre-school activity ... 09
Intra-mural ... 04	Recess ... 10
Intra-scholastic (incl. practice)... 05	Other _____ ... 11 (Specify)
Maintenance operation ... 06	

SUPERVISION

Was adult at scene of accident?

Yes... 1 No... 2

Teacher ... 1	Other adult ... 4
Other school employee ... 2	
Parent ... 3	

NATURE OF INJURY

Abrasion/bruise ... 01	Poison (solid or liquid) ... 12
Amputation ... 02	Poison (gas or vapor) ... 13
Asphyxiation ... 03	Puncture wound ... 14
Bite ... 04	Scratch ... 15
Bruise/contusion ... 05	Shock (electrical) ... 16
Burn/scald ... 06	Sprain/strain ... 17
Concussion ... 07	Sting ... 18
Cut/laceration ... 08	Suffocation ... 19
Dislocation ... 09	Teeth injury ... 20
Drowned ... 10	Internal injuries ... 21
Fracture ... 11	Other _____ ... 22 (Specify)

PART OF BODY INJURED

ARM:	HEAD:	TRUNK:
Arm ... 01	Ear ... 12	Abdomen ... 22
Elbows ... 02	Eye ... 13	Back ... 23
Fingers ... 03	Face ... 14	Buttock ... 24
Hand ... 04	Forehead ... 15	Chest ... 25
Shoulder ... 05	Head ... 16	Collarbone ... 26
Wrist ... 06	Mouth ... 17	Groin ... 27
LEG:	Neck ... 18	Pelvis ... 28
Ankle ... 07	Nose ... 19	Ribs ... 29
Foot ... 08	Scalp ... 20	Spine ... 30
Knee ... 09	Teeth ... 21	Stomach ... 31
Leg ... 10		
Toe ... 11	Other _____ ... 32 (Specify)	

DEGREE OF INJURY: Death... 1 Permanent disability... 2 Temporary disability... 3 Non-disabling... 4

Total number of days lost from school: _____ (To be filled in when student returns to school.)

Signature and title of person reporting: _____

Signature of principal or supervisor: _____

*NEC stands for "Not Elsewhere Classified".

See Reverse Side for Recording of Optional Information.

The following are optional items of information that need not be reported to the State Health Department; however, the recording thereof is recommended for use by any school system that keeps duplicate copies of its accident reports as a careful check on the accidents occurring within its jurisdiction and that is also concerned with keeping records of the type of action that is taken when any accident occurs.

Immediate Action Taken

☐ First aid treatment, By (Name) _____

☐ Sent to school nurse, By (Name) _____

☐ Sent home, By (Name) _____

☐ Sent to physician, By (Name) _____

Physician's Name _____

☐ Sent to hospital, By (Name) _____

Name of hospital _____

Was a parent or other individual notified? ☐ Yes; ☐ No

If so, how long after injury? _____ By what means? _____

Name of individual notified _____

By whom notified (Name) _____

Witnesses To Accident

Name _____ Address _____

Name _____ Address _____

APPENDIX I

RESOURCE AGENCIES

RESOURCE AGENCIES

The following agencies have been listed by topical areas as additional sources for implementing a comprehensive disaster preparedness plan.

Bomb Threat

Bomb Disposal Sources
Fifth U.S. Army EODC
543rd Ord Det (EODC)
Fort Leonard Wood, Missouri 65473
Telephone: 314-368-3814 or 368-4313

Subsidiary Ordnance Detachments
74th Ord. Det
Fort Riley, Kansas

Chemical

Chemical Emergency - Phone 800-424-9300 - Day or Night toll free

Chemical Transportation Emergency Center
1825 Connecticut Avenue
N.W., Washington, D.C. 20009

Kansas State Board of Agriculture
State Office Building,
Topeka, Kansas

Prevention of Blindness Program
Division of Services for the Blind
State Office Building
Topeka, Kansas

Curriculum References

DOD Office of Civil Defense
Training and Education
Washington D.C. 20310
MP59 - Games That Teach
MP56 - Government in Emergency K-12

IG 3-12 Teachers Manual for Your Chance To Live
SM 3-12 Students Manual for Your Chance to Live

Fire

General Manager
National Fire Protection Association
60 Battery march street
Boston, Massachusetts 02110

Additional sources of assistance include the State Fire Marshal's Office, State Highway Patrol, city or county health offices, military bases and military audiovisual centers, and city or county administration offices.

Contact the local Civil Defense Director to determine which is the appropriate agency to contact for assistance with a specific matter.

Nuclear

OCD Region 6
Federal Regional Center
Bldg. 710
Denver, Colorado 80225

Coordinator
Civil Defense Education
State Department of Education
Kansas State Education Building
120 East 10th Street
Topeka, Kansas 66612

Poison

Poison Control Center
Childrens Mercy Hospital
1710 Independence Ave.
Kansas City, Missouri 64106
Phone CR1-5250

Tornado

National Severe Storm Forecast Center
Kansas City, Missouri

General (For many topics)

National Safety Council
425 N. Michigan Avenue
Chicago, Ill. 60611

Channing L. Bete Co. Inc.
Greenfield, Mass.